

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh



NHÀ XUẤT BẢN GIÁO DỤC

8

English

English



BỘ GIÁO DỤC VÀ ĐÀO TẠO

NGUYỄN VĂN LỢI (Tổng chủ biên)  
NGUYỄN HẠNH DUNG (Chủ biên) - ĐẶNG VĂN HÙNG  
ĐÀO NGỌC LỘC - THÂN TRỌNG LIÊN NHÂN - TRẦN HUY PHƯƠNG

# TIẾNG ANH

## 8

(Tái bản lần thứ bảy)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

*Chịu trách nhiệm xuất bản :* Chủ tịch IIDQT kiêm Tổng Giám đốc NGÔ TRẦN ÁI  
Phó Tổng Giám đốc kiêm Tổng biên tập NGUYỄN QUÝ THAO

*Biên tập lần đầu :* TRẦN THỊ KHÁNH - ĐẶNG ĐỨC TRUNG

*Biên tập tái bản :* TRẦN THU HÀ - TRẦN THỊ KHÁNH

*Biên tập mỹ thuật, minh họa :* TÀO THIÊN HUYỀN

*Thiết kế sách :* NGUYỄN TIẾN DŨNG

*Trình bày bìa :* BÙI QUANG TUẤN

*Sửa bản in :* TRẦN THU HÀ

*Chế bản :* CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo

---

## **TIẾNG ANH 8**

Mã số : 2H820T1

In ... cuốn, khổ 17x24(cm)

In tại .....

Số in : ..... Số XB : 01-2011/CXB/85-1235/GD

In xong và nộp lưu chiểu tháng ..... năm 2011.

## Lời giới thiệu

**Tiếng Anh 8** dành cho các em học sinh lớp 8, bậc Trung học cơ sở, đã học qua hai cuốn sách cùng bộ: **Tiếng Anh 6** và **Tiếng Anh 7**, hoặc các chương trình khác có trình độ tương đương.

**Tiếng Anh 8** nhằm tiếp tục nâng cao trình độ tiếng Anh của các em bằng cách phối hợp rèn luyện các kĩ năng nghe, nói, đọc, viết ở mức độ cao hơn, thông qua các bài học có nội dung phong phú, sinh động.

**Tiếng Anh 8** gồm 16 đơn vị bài học (unit) cho khoảng 90 tiết học trên lớp. Một đơn vị bài học bao gồm các mục sau:

1. **Getting started** nhằm khai thác vốn từ vựng, cấu trúc và kiến thức có sẵn của học sinh liên quan đến nội dung chủ điểm bài học; là bước gây hứng thú, chuẩn bị cho bài học mới.

2. **Listen and read** là một bài hội thoại nhằm giới thiệu nội dung chủ điểm, ngữ pháp, từ vựng hoặc các chức năng giao tiếp trong đời sống hàng ngày. Ở phần này sẽ có các câu hỏi hoặc các bài tập nhằm kiểm tra mức độ hiểu bài hội thoại, đồng thời giúp các em chú ý vào những nội dung thông tin và ngữ liệu chính của bài.

3. **Speak** là phần luyện nói, giúp các em tập sử dụng các cấu trúc và từ vựng để thực hiện các mục đích giao tiếp khác nhau có liên quan đến nội dung chủ đề bài học.

4. **Listen** là bài luyện nghe hiểu có liên quan đến chủ đề bài học, một mặt nhằm củng cố các cấu trúc, từ vựng đã học; mặt khác nhằm bước đầu giúp các em rèn luyện kĩ năng nghe hiểu để lấy thông tin, phục vụ cho các mục đích trong đời sống.

5. **Read** là bài đọc hiểu, nhằm mở rộng nội dung chủ điểm, mở rộng cấu trúc, từ vựng, đồng thời phát triển kĩ năng đọc hiểu cho các em.

6. **Write** là bài tập viết, giúp các em củng cố lại những ngữ liệu đã học, đồng thời giúp các em học cách diễn đạt các nội dung giao tiếp qua ngôn ngữ viết và làm quen với một số thể loại viết đơn giản phục vụ cho các mục đích giao tiếp hàng ngày như viết thư, viết bưu thiếp, giấy mời v.v.

7. **Language focus** là những bài tập ngữ pháp giúp các em luyện tập, củng cố và hệ thống lại các cấu trúc trọng tâm của bài.

Cuối sách là bảng từ vựng.

Đi kèm với cuốn sách này có hai băng ghi âm do người bản ngữ đọc; một băng dùng trên lớp, gồm nội dung các bài hội thoại và các bài luyện nghe hiểu; một băng bổ trợ gồm nội dung các bài khoá trong sách để các em có thể luyện thêm về nghe, phát âm; một cuốn sách bài tập để các em luyện tập sử dụng ngữ liệu và củng cố bài.

Chúng tôi hi vọng cuốn sách sẽ đem lại nhiều điều bổ ích cho các em học sinh.

Các tác giả

Units	Competencies
<p><b>1</b></p> <p><b>My friends</b></p> <p><i>page 10</i></p>	<ul style="list-style-type: none"> <li>• Introduce people</li> <li>• Respond to introductions</li> <li>• Describe people</li> <li>• Write about oneself and about other people</li> </ul>
<p><b>2</b></p> <p><b>Making arrangements</b></p> <p><i>page 18</i></p>	<ul style="list-style-type: none"> <li>• Talk about intentions</li> <li>• Use the telephone to make and confirm arrangements</li> <li>• Take a telephone message</li> </ul>
<p><b>3</b></p> <p><b>At home</b></p> <p><i>page 27</i></p>	<ul style="list-style-type: none"> <li>• Describe places</li> <li>• Describe situations</li> <li>• Ask for and give reasons</li> <li>• Write a description of a room</li> </ul>
<p><b>4</b></p> <p><b>Our past</b></p> <p><i>page 38</i></p>	<ul style="list-style-type: none"> <li>• Talk about past events</li> <li>• Express feelings</li> <li>• Distinguish between facts and opinions</li> <li>• Write a short imaginary story</li> </ul>
<p><b>5</b></p> <p><b>Study habits</b></p> <p><i>page 46</i></p>	<ul style="list-style-type: none"> <li>• Give instructions and advice</li> <li>• Express obligation</li> <li>• Write a letter to a friend</li> </ul>
<p><b>6</b></p> <p><b>The young pioneers club</b></p> <p><i>page 54</i></p>	<ul style="list-style-type: none"> <li>• Talk about the future</li> <li>• Ask for favors and offer assistance</li> <li>• Write a letter telling about a future plan</li> </ul>

## Language Focus

- Simple tenses
- Present simple to talk about general truths
- (not) adjective + *enough* + to-infinitive

- Talk about intentions with *be going to*
- Adverbs of place

- Reflexive pronouns
- Modals: *must, have to, ought to*
- *Why - Because*

- Past simple
- Prepositions of time: *in, on, at, after, before, between*
- *used to*

- Adverbs of manner
- Modal: *should*
- Commands, requests and advice in reported speech

- Present simple with future meaning
- Gerunds
- Modals: *may, can, could*

## Language Review

- Simple tenses
- Attributive and predicative adjectives

- Future with *be going to*

- *Why - Because*

- Past simple
- Prepositions of time

- Imperatives
- Modal: *should*

- Present simple
- Modals: *may, can, could*

Units	Competencies
<p><b>7</b></p> <p><b>My neighborhood</b> <i>page 63</i></p>	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Ask for information and assistance</li> <li>• Write a community notice</li> </ul>
<p><b>8</b></p> <p><b>Country life and city life</b> <i>page 72</i></p>	<ul style="list-style-type: none"> <li>• Talk about differences</li> <li>• Talk about future events and changes</li> <li>• Write a letter to a friend</li> </ul>
<p><b>9</b></p> <p><b>A first-aid course</b> <i>page 80</i></p>	<ul style="list-style-type: none"> <li>• Make and respond to offers, promises and requests</li> <li>• Give instructions</li> <li>• Write a thank-you note</li> </ul>
<p><b>10</b></p> <p><b>Recycling</b> <i>page 89</i></p>	<ul style="list-style-type: none"> <li>• Give and respond to instructions</li> <li>• Talk about feelings</li> <li>• Write a set of instructions</li> </ul>
<p><b>11</b></p> <p><b>Traveling around Viet Nam</b> <i>page 98</i></p>	<ul style="list-style-type: none"> <li>• Express interest</li> <li>• Make and respond to formal requests</li> <li>• Make suggestions</li> <li>• Complete a narrative</li> </ul>
<p><b>12</b></p> <p><b>A vacation abroad</b> <i>page 111</i></p>	<ul style="list-style-type: none"> <li>• Make plans</li> <li>• Make, accept and decline invitations</li> <li>• Ask and answer about the weather</li> <li>• Write a postcard</li> </ul>



## Language Focus

- Present perfect with *for* and *since*
- Comparison with *like, (not) as ... as, (not) the same as, different from*

- Present progressive
  - to talk about the future
  - to show changes with *get* and *become*
- Comparative and superlative adjectives

- *in order to, so as to*
- Future simple
- Modal *will* to make requests, offers and promises

- Passive forms
- Adjectives followed by
  - an infinitive
  - a noun clause

- *-ed* and *-ing* participles
- Requests with
  - *Would / Do you mind if...?*
  - *Would / Do you mind + V-ing?*

- Past progressive
- Past progressive with *when* and *while*
- Progressive tenses with *always*

## Language Review

- Comparison with *like, (not) as ... as, (not) the same as, different from*

- Present progressive
- Comparative and superlative adjectives

- Future simple

- Present simple
- Future simple

- *-ed* and *-ing* participles

- Past progressive

Units	Competencies
<p><b>13</b></p> <p><b>Festivals</b></p> <p><i>page 121</i></p>	<ul style="list-style-type: none"> <li>• Ask for explanation of events</li> <li>• Give an account of something</li> <li>• Write a paragraph about what was done</li> </ul>
<p><b>14</b></p> <p><b>Wonders of the world</b></p> <p><i>page 131</i></p>	<ul style="list-style-type: none"> <li>• Seek information</li> <li>• Recognize and correct mistakes</li> <li>• Prepare and complete a questionnaire</li> <li>• Write a letter to a friend</li> </ul>
<p><b>15</b></p> <p><b>Computers</b></p> <p><i>page 138</i></p>	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Agree and disagree</li> <li>• Complete a flow chart</li> <li>• Write a set of instructions</li> </ul>
<p><b>16</b></p> <p><b>Inventions</b></p> <p><i>page 147</i></p>	<ul style="list-style-type: none"> <li>• Say what something was like</li> <li>• Talk about processes</li> <li>• Write about a process</li> </ul>

Language Focus	Language Review
<ul style="list-style-type: none"> <li>• Passive form: be + past participle</li> <li>• Compound words</li> <li>• Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech</li> </ul>
<ul style="list-style-type: none"> <li>• Passive forms</li> <li>• Indirect questions with <i>if</i> and <i>whether</i></li> <li>• Question words before <i>to-infinitives</i></li> <li>• Verb + <i>to-infinitives</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passive forms</li> </ul>
<ul style="list-style-type: none"> <li>• Present perfect with <i>yet</i> and <i>already</i></li> <li>• Comparison of present perfect and past simple</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Past simple</li> </ul>
<ul style="list-style-type: none"> <li>• Passive forms</li> <li>• Sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>• Passive forms</li> </ul>

# UNIT 1

## MY FRIENDS

### GETTING STARTED.

*Describe these groups of friends and their favorite activities.*

a)



c)



b)

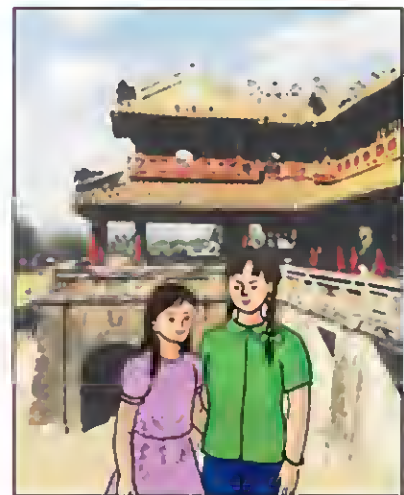


d)



### LISTEN AND READ.

- Hoa:** Hello, Lan.  
**Lan:** Hi, Hoa. You seem happy.  
**Hoa:** I am. I received a letter from my friend Nien today.  
**Lan:** Do I know her?  
**Hoa:** I don't think so. She was my next-door neighbor in Hue.  
**Lan:** What does she look like?  
**Hoa:** Oh. She's beautiful. Here is her photograph.  
**Lan:** What a lovely smile! Was she your classmate?  
**Hoa:** Oh, no. She wasn't old enough to be in my class.  
**Lan:** How old is she?  
**Hoa:** Twelve. She's going to visit me. She'll be here at Christmas. Would you like to meet her?  
**Lan:** I'd love to.



## Unit 1 : My friends

## 1. Practice the dialogue with a partner.

## 2. Answer the following questions.

- a) Where does Nien live?
- b) Does Lan know Nien?
- c) Which sentence tells you that Hoa is older than Nien?
- d) When is Nien going to visit Hoa?

**SPEAK .**

## 1. Read the dialogue.

**Hoa:** This person is short and thin.  
She has long blond hair.

**Lan:** Is this Mary?

**Hoa:** Yes.



## 2. Now take turns to make similar dialogues. Use the adjectives in the table.

build	
tall	slim
short	thin
fat	

hair		
long	straight	black/dark
short	curly	blond/fair
	bald	brown



Van



Mr. Lai



Miss Lien

d)



Ann

e)



Mr. Khoi

f)



Mary



**LISTEN.**

*Listen and complete the conversations. Use the expressions in the box.*

How do you do  
Nice to meet you  
It's a pleasure to meet you  
I'd like you to meet  
come and meet

a) Hoa: Hello, Nam.

Nam: Morning, Hoa.

Hoa: Nam, (1) \_\_\_\_\_ my cousin, Thu.

Nam: (2) \_\_\_\_\_, Thu.

Thu: Nice to meet you too, Nam.

b) Khai: Miss Lien, (3) \_\_\_\_\_ my mother.

Miss Lien: (4) \_\_\_\_\_, Mrs. Vi.

Mrs. Vi: The pleasure is all mine, Miss Lien.

Miss Lien: Oh, there is the principal. Please excuse me, Mrs. Vi, but I must talk to him.

Mrs. Vi: Certainly.



## Unit 1 : My friends

- c) **Ba:** Bao, (5) \_\_\_\_\_ my grandmother.  
**Bao:** Hello, ma'am.  
**Grandmother:** Hello, young man.  
**Ba:** Bao is my classmate, grandmother.  
**Grandmother:** What was that?  
**Ba:** Classmate! Bao is my classmate.  
**Grandmother:** I see.
- d) **Mr. Lam:** Isn't that Lan's father, my dear?  
**Mrs. Linh:** I'm not sure. Go and ask him.  
**Mr. Lam:** Excuse me. Are you Mr. Thanh?  
**Mr. Thanh:** Yes, I am.  
**Mr. Lam:** I'm Lam, Nga's father.  
**Mr. Thanh:** (6) \_\_\_\_\_?

## READ.

*Ba is talking about his friends.*

I am lucky enough to have a lot of friends. Of all my friends, Bao, Khai, and Song are the ones I spend most of my time with. Each of us, however, has a different character.

Bao is the most sociable. He is also extremely kind and generous. He spends his free time doing volunteer work at a local orphanage, and he is a hard-working student who always gets good grades.

Unlike Bao, Khai and Song are quite reserved in public. Both boys enjoy school, but they prefer to be outside the classroom. Song is our school's star soccer player, and Khai likes the peace and quiet of the local library.



I am not as outgoing as Bao, but I enjoy telling jokes. My friends usually enjoy my sense of humor. However, sometimes my jokes annoy them.

Although we have quite different characters, the four of us are very close friends.

**1. Choose the best answer and write.**

a) Ba talks about \_\_\_\_ of his friends.

- A. three
- B. all
- C. four
- D. none

b) Bao's volunteer work \_\_\_\_.

- A. helps him make friends
- B. causes problems at exam time
- C. does not affect his school work
- D. takes up a lot of time

c) Khai and Song \_\_\_\_.

- A. like quiet places
- B. don't talk much in public
- C. dislike school
- D. enjoy sports

d) Ba's friends sometimes \_\_\_\_ his jokes.

- A. answer
- B. do not listen to
- C. laugh at
- D. get tired of

**2. Now answer the questions.**

- a) How does Ba feel having a lot of friends?
- b) Who is the most sociable?
- c) Who likes reading?
- d) What is a bad thing about Ba's jokes?
- e) Where does Bao spend his free time?
- f) Do you and your close friends have the same or different characters?



## Unit 1 : My friends

**WRITE .****1. Read the information about Tam.**

Name :	Le Van Tam	Age: 14
Appearance :	tall, thin, short black hair	
Characters :	sociable, humorous, helpful	
Address :	26 Tran Phu Street, Ha Noi	
Family :	mother, father, elder brother - Hung	
Friends :	Ba, Bao	

His name's Le Van Tam and he's fourteen years old. He lives at 26 Tran Phu Street in Ha Noi with his mother, father and his elder brother, Hung. He's tall and thin and has short black hair. He is sociable, humorous and helpful. His best friends are Ba and Bao.

**2. Fill in a similar form for your partner. Use the following questions as prompts.**

- a) What is his/her name?
- b) How old is he/she?
- c) What does he/she look like?
- d) What is he/she like?
- e) Where does he/she live?
- f) Who does he/she live with?
- g) Who is/are his/her friend(s)?

**3. Now write a paragraph about your partner.**

## Language focus

- Simple tenses
- Present simple to talk about general truths
- (not) adjective + *enough* + to-infinitive

### 1. Complete the paragraphs. Use the correct form of the verbs in brackets.

- a) Hoa (0) *lived* (live) in Hue last year, but now she (1)\_\_\_\_\_ (live) in Ha Noi. Yesterday, Hoa's friend Nien (2)\_\_\_\_\_ (send) Hoa a letter. Nien (3)\_\_\_\_\_ (be) Hoa's neighbor when Hoa lived in Hue. She (4)\_\_\_\_\_ (be) younger than Hoa.
- b) Lan (0) *is* (be) Hoa's best friend. The two girls (1)\_\_\_\_\_ (be) in the same class at Quang Trung School. Last year, Hoa (2)\_\_\_\_\_ (come) to the school for the first time. Lan (3)\_\_\_\_\_ (show) her around and (4)\_\_\_\_\_ (introduce) her to many new friends.

### 2. Complete the dialogue. Use the correct form of the verbs in the box. You will have to use some verbs more than once.

be

move

set

rise

go

*Ba is helping his young cousin Tuan with some homework.*

- Ba:** What do you know about the sun, Tuan?
- Tuan:** The sun (0) *rises* in the east and (1)\_\_\_\_\_ in the west.
- Ba:** Can you tell me anything about the other planets?
- Tuan:** I know something about the Earth. It (2)\_\_\_\_\_ around the sun.
- Ba:** Yes, and the moon (3)\_\_\_\_\_ around the Earth.
- Tuan:** Where is Mars, Ba?
- Ba:** It (4)\_\_\_\_\_ near the sun.
- Tuan:** No, it's silly! That (5)\_\_\_\_\_ Mercury. Mars (6)\_\_\_\_\_ near the Earth.

## Unit 1 : My friends

## 3. Look and describe.

*Look at the picture. Ask and answer the questions.*



- a) How many people are there in the picture?
- b) What does each person look like?
- c) What is each person wearing?

## 4. Complete the dialogues. Use (not) adjective + enough.

- a) Hoa: Can you put the groceries in your bag?  
Lan: No. It is *not big enough* to carry everything. (big)
- b) Hoa: Is Ba going to drive his father's car?  
Lan: Don't be silly! Ba is \_\_\_\_\_ to drive a car. (old)
- c) Hoa: Do you need any help?  
Lan: No, thanks. I'm \_\_\_\_\_ to lift this box. (strong)
- d) Hoa: Why don't you join our English Speaking Club?  
Lan: I don't think my English is \_\_\_\_\_ to be a member. (good)

## UNIT 2

# MAKING ARRANGEMENTS

### GETTING STARTED.

*Match each object with its name.*

a fax machine

an address book

a telephone directory

a public telephone

a mobile phone

an answering machine

a)



b)



c)



d)



e)



f)



## Unit 2 : Making arrangements

## LISTEN AND READ.



**Hoa:** 3 847 329

**Nga:** Can I speak to Hoa, please? This is Nga.

**Hoa:** Hello, Nga.

**Nga:** I'm going to see the movie *Dream City* at 6.45 this evening. Would you like to come?

**Hoa:** Of course, but wait a minute. I have to ask my aunt and she's downstairs. Hold on... OK, Nga. Aunt Thanh says I can go. Oh, where's it on?

**Nga:** At *Sao Mai* Movie Theater. It's a bit far from your house, I'm afraid.

**Hoa:** Well, I know where it is, but I'm using my cousin's bike tonight.

**Nga:** OK, Hoa. Let's meet outside the theater.

**Hoa:** Is 6.30 all right?

**Nga:** That's fine. See you at 6.30. Bye.

**Hoa:** Bye, Nga.

*Dream City at  
Sao Mai Movie Theater.*



1. Practice the dialogue with a partner.

2. Read the dialogue again. Decide who did and said each of the following things. Then ask a partner these questions to check your answers.

Who:

- a) made the call?
- b) introduced herself?
- c) invited the other to the movies?
- d) arranged a meeting place?
- e) arranged the time?
- f) agreed to the time?

## SPEAK.

1. Put the sentences below in the correct order to make a complete conversation.

- |                            |   |
|----------------------------|---|
| <input type="checkbox"/>   | a) I'm fine. I'm going to a pop concert at the City Concert Center tonight. Would you like to come? |
| <input type="checkbox"/> 1 | b) Hello. 9 210 752   |
| <input type="checkbox"/>   | c) It's <i>The Kids in Town</i> . You like it, don't you?   |
| <input type="checkbox"/>   | d) Bye.   |
| <input type="checkbox"/>   | e) Yes. What time can we meet?  |
| <input type="checkbox"/>   | f) Hello. Can I speak to Eric, please? This is Adam.  |
| <input type="checkbox"/>   | g) That's fine. See you at 7.15. Thank you, Adam.   |
| <input type="checkbox"/>   | h) Bye, Eric.   |
| <input type="checkbox"/>   | i) Which band is it?  |
| <input type="checkbox"/>   | j) Hello, Adam. How are you?  |
| <input type="checkbox"/>   | k) Is 7.15 OK? The concert starts at 7.45. Let's meet inside the center, at the café corner.        |

2. Complete the dialogue. Ba and Bao are making arrangements to play chess. Practice the dialogue with a partner. Then make similar arrangements.

Ba: Hello. 8 257 012.

Bao: \_\_\_\_\_.

Ba: Hello, Bao. How are you?

Bao: \_\_\_\_\_?

Ba: Great. Me too.

Bao: \_\_\_\_\_?

Ba: I'm sorry. I can't play chess tonight. I'm going to do my homework.

Bao: \_\_\_\_\_?

Ba: Yes. Tomorrow afternoon is fine.

Bao: \_\_\_\_\_.





## Unit 2 : Making arrangements

**Ba:** At the Central Chess Club? OK. Let's meet at the front door.

**Bao:** \_\_\_\_\_?

**Ba:** Great. See you tomorrow afternoon at 2.00 o'clock.

**LISTEN.**

*Listen to the telephone conversation. Fill in the missing information.*

**KINGSTON JUNIOR HIGH SCHOOL**

**DATE :** \_\_\_\_\_ **TIME :** \_\_\_\_\_

**FOR :** \_\_\_\_\_ *The Principal* \_\_\_\_\_

**MESSAGE :** \_\_\_\_\_  
\_\_\_\_\_

**TELEPHONE NUMBER :** \_\_\_\_\_

**READ.**

On March 3, 1847, Alexander Graham Bell was born in Edinburgh. He was a Scotsman although he later emigrated, first to Canada and then to the USA in the 1870s.

In America, he worked with deaf-mutes at Boston University. Soon, Bell started experimenting with ways of transmitting speech over a long distance. This led to the invention of the telephone.



Bell and his assistant, Thomas Watson, conducted many experiments and finally came up with a device which they first introduced in 1876. Bell said on the telephone: 'Mr. Watson, come here. I want you.' This was the first telephone message.

Traveling all over America, Bell demonstrated his invention to the public at countless exhibitions, and by 1877 the first telephone was in commercial use.

**1. True or false? Check (✓) the boxes. Correct the false sentences.**

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| a) Alexander G. Bell was born in the USA.  | <input type="checkbox"/> | <input type="checkbox"/> |
| b) He worked with deaf-mute patients in a hospital in Boston.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Thomas Watson was Bell's assistant.   | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Bell and Watson introduced the telephone in 1877.   | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Bell experimented with ways of transmitting speech between deaf-mutes over a long distance. | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Bell demonstrated his invention at a lot of exhibitions.                                    | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Put the events in the correct order.**

Alexander Graham Bell ...

- a) went to live in the United States.
- b) successfully demonstrated his invention.
- c) worked with Thomas Watson.
- d) was born in Scotland.
- e) went to live in Canada.
- f) invented the telephone.
- g) worked with people who could neither speak nor hear.





## Unit 2 : Making arrangements

**WRITE .**

1. Read the message. Then fill in the gaps in the passage that follows with the information.

### Thang Loi Delivery Service

Date: May 12  
 Time: 11.50 am  
 For: Mr. Ha  
 Message: Mrs. Lien called about her furniture delivery. She wants you to call her after lunch. Her telephone number is 8 645 141.  
 Taken by: Tam

A customer (1)\_\_\_\_\_ the Thang Loi Delivery Service on (2)\_\_\_\_\_ just before midday. She wanted to (3)\_\_\_\_\_ to Mr. Ha but he was out. So Mr. Tam (4)\_\_\_\_\_ a message for Mr. Ha. The customer's (5)\_\_\_\_\_ was Mrs. Lien, and she wanted to know about her furniture (6)\_\_\_\_\_. She wanted (7)\_\_\_\_\_ to call her. She said Mr. Ha could reach her (8)\_\_\_\_\_ 8 645 141 after lunch.

2. Now read the passage below. Write the telephone message in your exercise book.

A customer telephoned the Thanh Cong Delivery Service on June 16 just after midday. The customer's name was Mr. Nam, and he wanted to speak to Mrs. Van. Mrs. Van was in a meeting and could not come to the phone. So Mr. Toan took a message. Mr. Nam called about his stationery order. He said Mrs. Van could reach him at 8 634 082.

### Thanh Cong Delivery Service

Date: .....

Time: .....

For: .....

Message: .....  
 .....  
 Taken by: .....

3. Read the message form on page 23 again, then help Lisa write a message for Nancy. Use the information from the dialogue.

**Lisa:** Hello.

**Tom:** Hello. Can I speak to Nancy, please? This is Tom.

**Lisa:** I'm sorry my sister's out. Would you like to leave her a message?

**Tom:** Hello, Lisa. Can you tell her I'll come over to pick her up?  
 We're going to play tennis this afternoon.

**Lisa:** Did she know about that, Tom?

**Tom:** Yes, she did. We bought two new rackets yesterday.

**Lisa:** What time are you coming?

**Tom:** At about 1.30.

**Lisa:** OK, Tom. I'll tell her when she's back. Bye.

**Tom:** Thank you very much, Lisa. Bye.

## Language Focus

- Talk about intentions with *be going to*
- Adverbs of place

1. Work with a partner. Say what the people are going to do. Follow the example sentence.

*Example:* Nga has a movie ticket.

=> *She's going to see a movie.*

- Quang and Nam bought new fishing rods yesterday.
  - Trang's mother gave her a new novel this morning and she has no homework today.
  - Van has a lot of homework in Math and she is going to have Math at school tomorrow.
  - Mr. Hoang likes action movies very much and there's an interesting action movie on TV tonight.
  - Hien's friend invited her to his birthday party.
2. a) Copy the questionnaire in your exercise book. Add three more activities to the list. Then complete the 'you' column with checks (✓) and crosses (✗).

What are you going to do on the weekend?		
Are you going to ...	YOU	YOUR PARTNER
see a movie?		
play sports?		
meet your friends?		
help your parents?		
do your homework?		
watch TV?		

- b) Now ask your partner what he or she is going to do. Complete the 'your partner' column of the questionnaire.

### 3. Complete the speech bubbles. Use each adverb in the box once.

*Ba is playing hide and seek with his cousin, Tuan.*

outside    inside    there    here    upstairs    downstairs

a)



Where is Tuan?  
I think he's *upstairs*.

b)



No. He isn't \_\_\_\_.

c)



He isn't \_\_\_\_ and he  
isn't upstairs.

d)



Perhaps he's \_\_\_\_.

e)



No. He isn't \_\_\_\_.

f)



I'm not outside.  
I'm \_\_\_\_, Ba.

# UNIT 3

## AT HOME

### GETTING STARTED.

*Write the chores you often do at home.*

a)



b)



c)



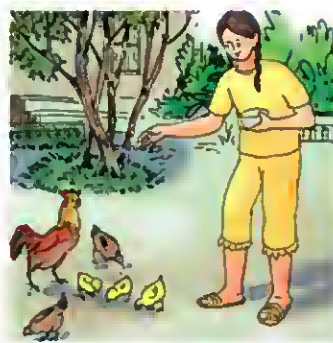
d)



e)



f)



### LISTEN AND READ.

**Nam:** Hello.

**Mrs. Vui:** Nam, it's Mom.

**Nam:** Hi, Mom.

**Mrs. Vui:** I'm going to be home late tonight.  
I have to go and visit Grandma after work.

**Nam:** What time will you be home?

**Mrs. Vui:** I'll be home after dinner.  
I'm sorry, but you'll have to cook dinner yourself.

**Nam:** All right.

**Mrs. Vui:** There's rice in the cupboard, but you ought to go to the market yourself and buy some fish and vegetables. The steamer is under the sink, between the saucepan and the frying pan. The rice cooker is beside the stove.

**Nam:** OK. Give my love to Grandma.

**Mrs. Vui:** I will. Oh, I almost forgot. Can you call Aunt Chi, please? Ask her to meet me at Grandma's house.

**Nam:** No problem. Bye, Mom.

**Mrs. Vui:** Bye.

1. Practice the dialogue with a partner.

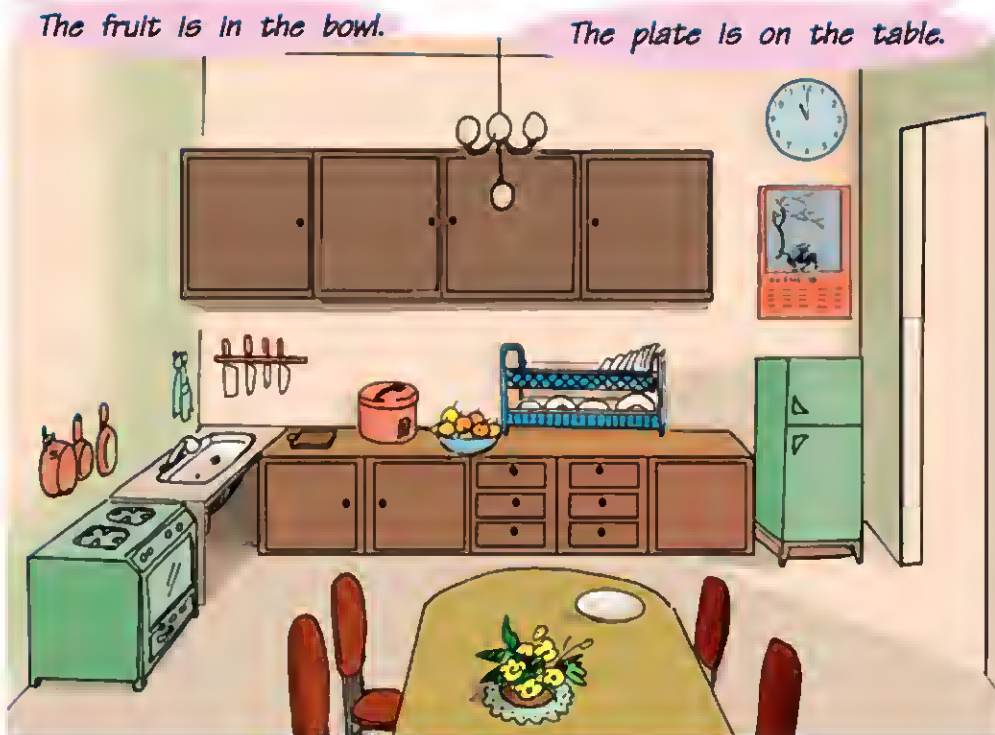
2. Read the dialogue again. Complete the list of the things Nam has to do.

- Cook dinner

-  
-  
-

## SPEAK .

1. Look at the picture. Work with a partner. Talk about the position of each item.





## Unit 3 : At home

2. Mrs. Vui bought new furniture for her living-room, but she cannot decide where to put it. Work with a partner and arrange the furniture. You must reach an agreement.

rug	armchair	cushions	coffee table
picture	stereo	TV	clock
lamp	couch	shelf	magazines
telephone			



Let's put the armchair opposite the couch.

OK. And I think we ought to put the rug between the armchair and the couch.



LISTEN.

*Look at the pictures. Check the right item.*

a)



b)



c)



d)





**READ.**

Lan's mother, Mrs. Quyen, is at her local community center. She is reading one of the posters on the wall.

### Safety Precautions in the Home

- *You must put all chemicals and drugs in locked cupboards. Children may drink or eat these things because they look like soft drinks or candy.*
- *You must not let children play in the kitchen. The kitchen is a dangerous place.*
- *You have to make sure children do not play with matches. Each year, fire destroys homes and injures children because someone plays with matches. Remember, it only takes one match to cause a fire.*
- *You must cover electrical sockets so that children do not try to put anything into them. Electricity can kill.*
- *You have to keep all dangerous objects out of children's reach. These include scissors, knives, and small objects such as beads.*

**1. Answer.**

True or false? Check (✓) the boxes. Correct the false sentences.

	T	F
a) It is safe to leave medicine around the house.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Drugs can look like candy.	<input type="checkbox"/>	<input type="checkbox"/>
c) A kitchen is a suitable place to play.	<input type="checkbox"/>	<input type="checkbox"/>
d) Playing with one match cannot start a fire.	<input type="checkbox"/>	<input type="checkbox"/>
e) Putting a knife into an electrical socket is dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
f) Young children do not understand that many household objects are dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
<i>a) It is safe to keep medicine in locked cupboards.</i>		

## 2. Ask and answer.

a) Why must we put all chemicals and drugs in locked cupboards?

*Because children often try to eat and drink them.*

b) Why mustn't we let children play in the kitchen?

Because \_\_\_\_\_.

c) Why mustn't children play with matches?

Because \_\_\_\_\_.

d) Why must we cover electrical sockets?

Because \_\_\_\_\_.

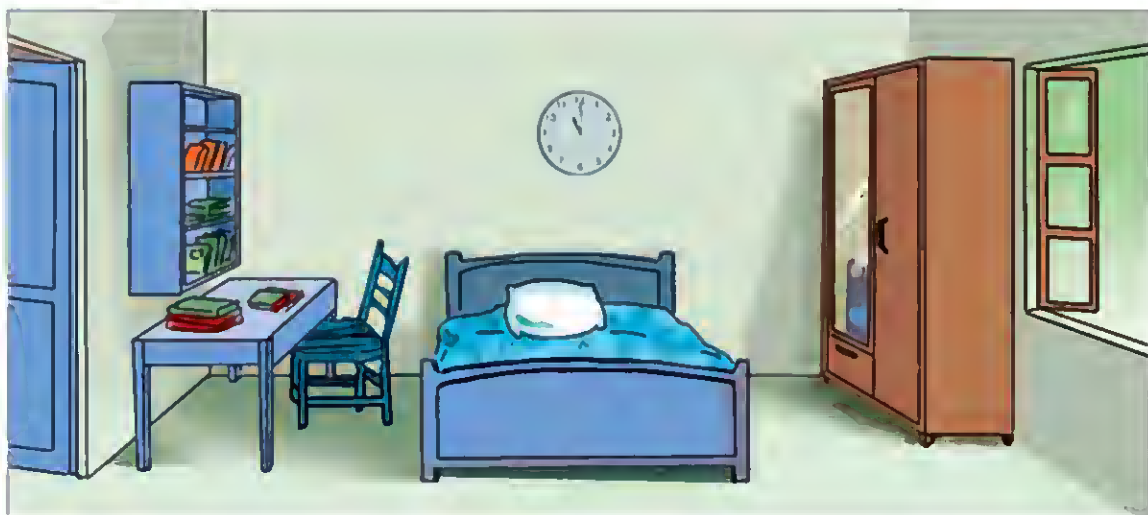
e) Why do we have to put all dangerous objects out of children's reach?

Because \_\_\_\_\_.

## WRITE.

### 1. Read the description of Hoa's room.

This is Hoa's bedroom. There is a desk on the left of the room. On the desk there are many folders, and above the desk there is a bookshelf. There is a bed near the desk. On the right side of the room, there is a window. There is a wardrobe beside the window. The wardrobe is opposite the desk.



## Unit 3 : At home

## 2. Now write a description of this kitchen.

This / Hoa's kitchen.

There / refrigerator / right corner / room.

Next to / refrigerator / stove and oven.

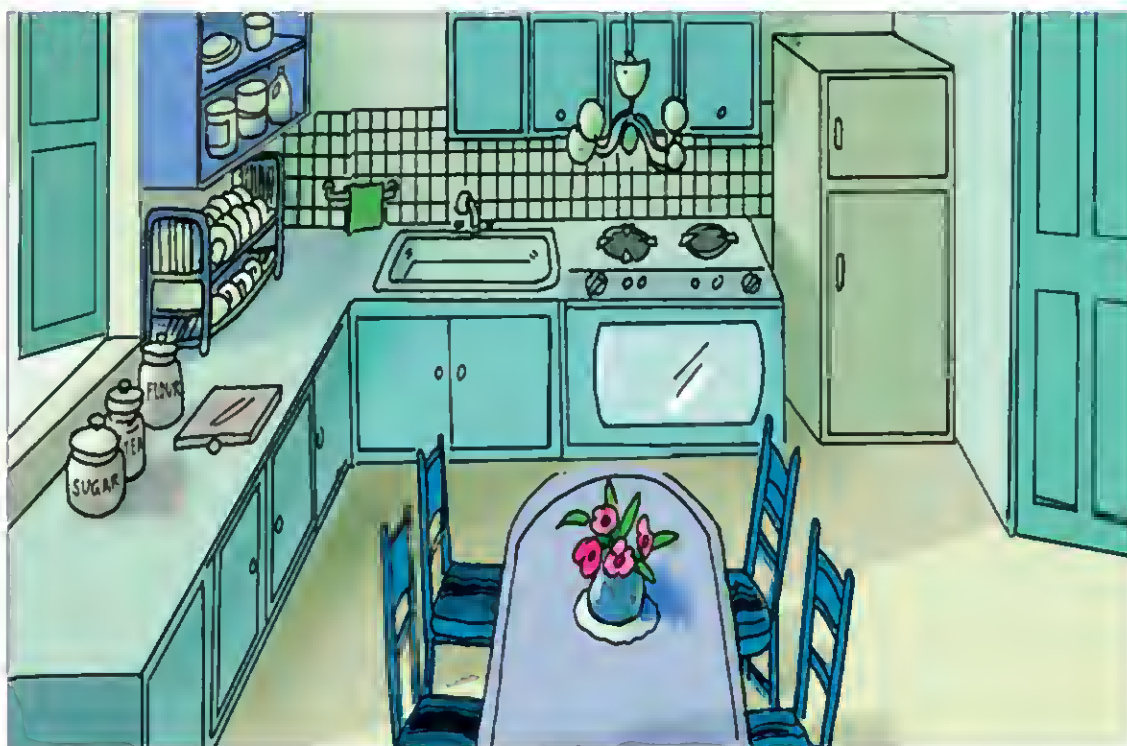
On the other side / oven / sink / next to / sink / towel rack.

Dish rack / counter / to the right / window / beneath / shelves.

On / counter / beneath / window / jars / sugar / flour / tea.

In the middle / kitchen / table / four chairs.

Lighting fixture / above / table / beneath / lighting fixture / vase with flowers.



## 3. Write a description of a room in your house. Refer to the above paragraphs.

## Language focus

- Reflexive pronouns
- Modals: *must, have to, ought to*
- *Why - Because*

1. Look at the pictures. Complete the dialogue. Use *must* or *have to* and the verbs in the box.

feed      empty      do      tidy      sweep      clean      dust

a)



**Nga:** Can you come to the movies, Lan?

**Lan:** No. *I have to do* my chores.

**Nga:** What do you have to do?

**Lan:** I (1)\_\_\_ my bedroom. Then I (2)\_\_\_ the living-room and I (3)\_\_\_ the kitchen floor, too.

**Nga:** That won't take long. What else?

**Lan:** I (4)\_\_\_ the fish tank and then I (5)\_\_\_ the garbage. Finally, I (6)\_\_\_ the dog.

**Nga:** OK. Let's start. Then we can go out.

b)



d)



c)



f)



e)

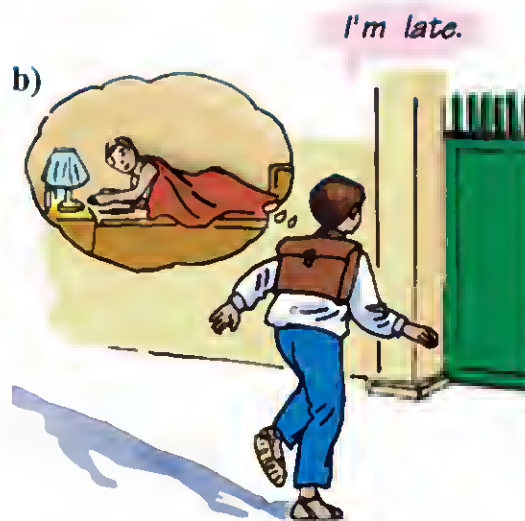


## Unit 3 : At home

2. Look at the pictures. Use *ought to* to give advice to these people.



a) You ought to study harder.



3. Complete the dialogues. Use the reflexive pronouns in the box. You will have to use some of the reflexive pronouns more than once.

myself	yourself	himself	yourselves
herself	ourselves	themselves	



- a) **Miss Lien:** Did someone help Ba draw that picture?  
**Bao:** No. He did it (0) *himself*.
- b) **Nga:** The repairman can't fix the washing machine until tomorrow.  
**Mrs. Linh:** Come on. We'll have to try and do it (1) \_\_\_\_\_.
- c) **Aunt Thanh:** What's the matter, Hoa?  
**Hoa:** I cut (2) \_\_\_\_\_.  
**Aunt Thanh:** Let me see. Oh, it's all right. You didn't cut (3) \_\_\_\_\_ badly.
- d) **Lan:** Why are you crying, Nga?  
**Nga:** I just watched the movie Romeo and Juliet. The boy killed (4) \_\_\_\_\_ and then the girl killed (5) \_\_\_\_\_ as well.  
**Lan:** Why did they kill (6) \_\_\_\_\_?  
**Nga:** It's a long story.
- e) **Mr. Nhat:** Boys and girls, you'll do this experiment this afternoon.  
**Students:** Will you come to help us?  
**Mr. Nhat:** Yes, I will. But you'll have to do it (7) \_\_\_\_\_ first.

4. Work with a partner. Ask and answer questions about Hoa, Nam, Ha, Nga, and Mrs. Vui using *Why-Because*.

a)



Hoa

Why did Hoa go to school late this morning?  
 Because she watched TV late last night.

## Unit 3: At home

b)



Nam



Mrs. Vui (Nam's Mom)

d)



Ha

e)



Nga

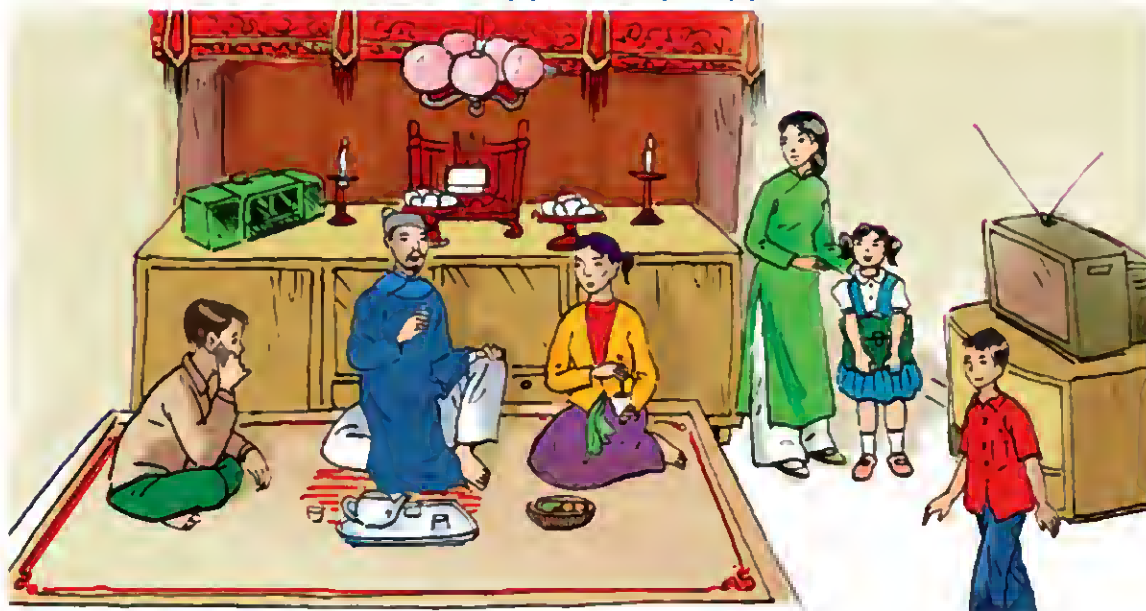
# UNIT 4

## OUR PAST

### GETTING STARTED.

*Look at the picture. Write the names of the things that do not belong to the past.*

VIET NAM 100 YEARS AGO



### LISTEN AND READ.

**Grandma:** This is me, Nga. I used to live on a farm when I was a young girl.

**Nga:** What was life like then?

**Grandma:** I didn't go to school because I had to stay home and help my mom. I used to look after my younger brothers and sisters.

**Nga:** What did Great-grandma do?

**Grandma:** She used to cook the meals, clean the house and wash the clothes.

**Nga:** That sounds like hard work!





## Unit 4 : Our past

- Grandma:** It was. And there wasn't any electricity. Mom had to do everything without the help of modern equipment.
- Nga:** What did you do in the evenings?
- Grandma:** After dinner, Mom lit the lamp and Dad used to tell us stories.
- Nga:** Do you remember any of them?
- Grandma:** Oh, yes. The best one was *The Lost Shoe*. It's an old folktale.
- Nga:** Please tell me the tale, Grandma. Traditional stories are great.
- Grandma:** All right. Once a poor farmer . . .

## 1. Practice the dialogue with a partner.

## 2. Work with a partner. Ask and answer the questions.

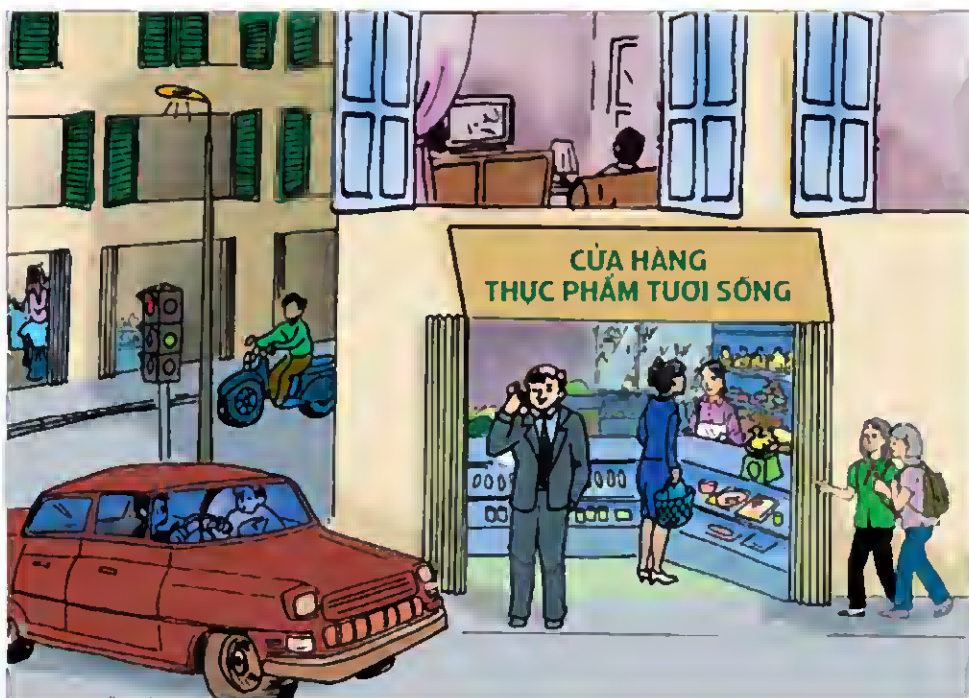
- Where did Nga's grandmother use to live?
- Why didn't she go to school?
- What did Nga's great-grandmother use to do?
- What did Nga's great-grandmother and great-grandfather do after dinner?
- What did Nga ask her grandmother to do at the end of the conversation?

## 3. Fact or opinion? Check (✓) the boxes.

- |   | F                        | O                        |
|---|--------------------------|--------------------------|
| a) I used to live on a farm.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| b) There wasn't any electricity.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Mom had to do everything without the help of modern equipment. | <input type="checkbox"/> | <input type="checkbox"/> |
| d) My father used to tell us stories.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The best one was <i>The Lost Shoe</i> .                        | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Traditional stories are great.                                 | <input type="checkbox"/> | <input type="checkbox"/> |

## SPEAK.

1. Work with a partner. Look at the pictures. Talk about the way things used to be and the way they are now.



2. Now tell your partner about the things you used to do last year.

*Last year I used to get up late. Now, I get up early and do morning exercises.*



**LISTEN.**

*Listen to the story. Write the letter of the most suitable moral lesson.*

- a) Don't kill chickens.
- b) Don't be foolish and greedy.
- c) Be happy with what you have.
- d) It's difficult to find gold.

**READ.**

### *The Lost Shoe*

Once a poor farmer had a daughter named Little Pea. After his wife died, the farmer married again. His new wife had a daughter, Stout Nut. Unfortunately, the new wife was very cruel to Little Pea. Little Pea had to do chores all day. This made Little Pea's father very upset. He soon died of a broken heart.

Summer came and went. In the fall, the village held its harvest festival. That year, everyone was excited as the prince wanted to choose his wife from the village. Stout Nut's mother made new clothes for her, but poor Little Pea had none.

However, before the festival started, a fairy appeared and magically changed Little Pea's rags into beautiful clothes.

As Little Pea ran to the festival, she dropped one of her shoes and lost it. When the prince found the shoe, he decided to marry the girl who owned it. Of course the shoe fitted Little Pea, and the prince immediately fell in love with her.

**1. Complete the sentences with words from the story.**

- a) Little Pea's father was a \_\_\_\_\_.
- b) Little Pea's mother \_\_\_\_\_ when she was young.
- c) Little Pea \_\_\_\_\_ to do the housework all day after her father got married \_\_\_\_\_.
- d) The prince wanted to \_\_\_\_\_ a girl from Little Pea's village.
- e) Stout Nut's mother did not make \_\_\_\_\_ for Little Pea.
- f) The prince found Little Pea's \_\_\_\_\_ shoe.

**2. Answer the questions. Write the answers in your exercise book.**

- a) Who was Little Pea?
- b) What did Stout Nut's mother make Little Pea do all day?
- c) How did Little Pea get her new clothes?
- d) Who did the prince decide to marry?
- e) Is this a true story? How do you know?

**WRITE .**

**1. Complete the story. Use the verbs in the box.**

burned	escaped	went	was	appeared
left	lit	tied	was grazing	said

### *How the Tiger Got His Stripes*

One day, as a farmer was in his field and his buffalo (0) was grazing nearby, a tiger (1) \_\_\_\_\_. The tiger wanted to know why the strong buffalo was the servant and the small man (2) \_\_\_\_\_ the master. The farmer (3) \_\_\_\_\_ he had something called wisdom, but he (4) \_\_\_\_\_ it at home that day. He (5) \_\_\_\_\_ to get the wisdom, but before that he (6) \_\_\_\_\_ the tiger to a tree with a rope because he didn't want it to eat the buffalo. When he returned, the farmer brought some straw with him. He said it was his wisdom. He (7) \_\_\_\_\_ the straw and the fire (8) \_\_\_\_\_ the tiger. The tiger (9) \_\_\_\_\_, but it still has black stripes from the burns today.

2. Now imagine you are the man. Use the words to write the story. Start like this:

*One day as I was in the field and ....*

One day / I / field

buffalo / graze / tiger / come

It / ask / why / strong buffalo / my servant / and I / its master

I / tell / tiger / I / have / wisdom

tiger / want / see / it

I / tell / it / I / leave / wisdom / home

then I / tie / tiger / tree / rope / I / didn't / want / eat / buffalo

I / go / get / straw / and / burn / tiger

tiger / escape / still have / black stripes

## Language Focus

- Past simple
- Prepositions of time: *in, on, at, after, before, between*
- *used to*

### 1. Write the past simple form of each verb.

- |         |         |         |
|---------|---------|---------|
| a) run  | d) go   | h) ride |
| => ran  | e) have | i) eat  |
| b) fly  | f) do   | j) sit  |
| c) take | g) be   | k) come |

### 2. Complete the dialogue below. Use the past simple.

- a) Lan: \_\_\_\_\_?  
 Nga: *No. I ate noodles.*
- b) Ba: How did you get to school?  
 Nam: \_\_\_\_\_.
- c) Minh: \_\_\_\_\_?  
 Hoa: I was at home.
- d) Chi: Which subject did you have yesterday?  
 Ba: \_\_\_\_\_.

### 3. Complete the sentences. Use the prepositions in the table.

in	November 1997	between	7 am and 8 am
on	Monday, July 2	after	
at	6 pm	before	3 pm

- a) I'll see you *on* Wednesday.
- b) I'm going to Laos \_\_\_\_\_ January.
- c) We must be there \_\_\_\_\_ 8.30 and 9.15.
- d) The bank closes \_\_\_\_\_ 3 pm. If you arrive \_\_\_\_\_ 3 pm, the bank will be closed.
- e) I'll be home \_\_\_\_\_ seven because I want to see the seven o'clock news.



## Unit 4 : Our past

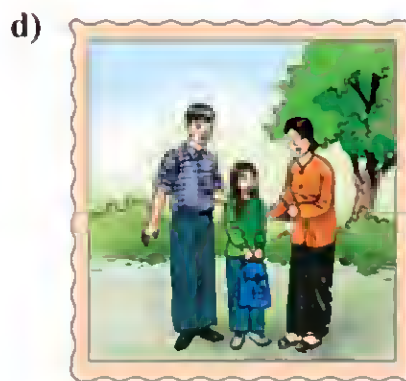
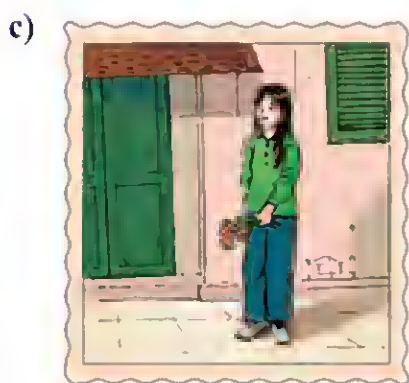
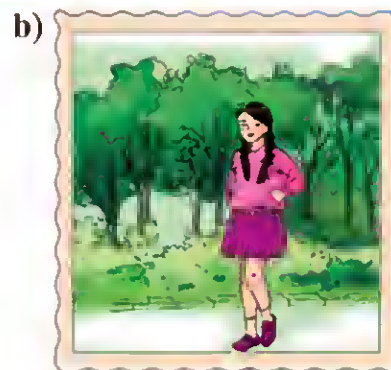
4. Look at the pictures. Complete the dialogue. Use *used to* and the verbs in the box.

live

stay

have

be



Nga: Where is this? It isn't Ha Noi.

Hoa: No, it's Hue. I (0) *used to stay* there.

Nga: Is that you, Hoa?

Hoa: Yes. I (1) \_\_\_\_\_ long hair.

Nga: Who is in this photo?

Hoa: That is Loan. She (2) \_\_\_\_\_ my next-door neighbor.

Nga: Are they your parents?

Hoa: No. They're my aunt and uncle. They (3) \_\_\_\_\_ in Hue, too.

# UNIT 5

## STUDY HABITS

### GETTING STARTED.

*Work with a partner. Ask and answer questions about your lesson schedule.*



*How often do  
we have Math?*

*We have Math five  
times a week.*



### LISTEN AND READ.

- Mom:** Tim? Tim? Are you home?  
**Tim:** Yes, Mom. I'm in the living-room. What is it, Mom?  
**Mom:** I went to your school today and Miss Jackson gave me your report card.  
**Tim:** Oh, is it a good report?  
**Mom:** Don't worry. It's excellent. You did very well.  
**Tim:** May I see the report?  
**Mom:** Sure. I'm proud of you, Tim.  
I know you worked really hard this semester.  
**Tim:** Thanks, Mom.  
**Mom:** But there's one thing you need to improve.  
**Tim:** What's that, Mom?



## Unit 5: Study habits

**Mom:** Miss Jackson said you should work harder on your Spanish pronunciation. She asked me to give you this dictionary.

**Tim:** Yes, I know. Some of those Spanish sounds are really hard. I'll try my best to improve them.

**Mom:** I believe you can do it, Tim.

## 1. Practice the dialogue with a partner.

## 2. True or false? Check (✓) the boxes.

	T	F
a) Tim was out when his mother called him.	<input type="checkbox"/>	<input type="checkbox"/>
b) Tim's mother met his teacher at school.	<input type="checkbox"/>	<input type="checkbox"/>
c) Tim's report is poor.	<input type="checkbox"/>	<input type="checkbox"/>
d) Tim's mother wants him to improve one thing.	<input type="checkbox"/>	<input type="checkbox"/>
e) Tim needs to improve his Spanish grammar.	<input type="checkbox"/>	<input type="checkbox"/>
f) Tim promised to try his best in learning Spanish.	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Answer the questions.

- Who is Miss Jackson?
- What did Miss Jackson give Tim's mother?
- How did Tim study this semester?
- What did Miss Jackson say Tim should do?
- What did Tim's mother give him at the end of the conversation?

## SPEAK.

*Work in groups. Ask each other about your studies. Use the questions and words in the boxes to help you.*

1. When do you do your homework?
2. Who helps you with your homework?
3. How much time do you spend on these subjects: Math, Vietnamese, History, English, etc.?
4. Which subject do you need to improve?
5. What do you do to improve your English?

- after school; after dinner; late at night; etc.
- your parents; your brothers/sisters; a friend; etc.
- half an hour; two hours; less/more than an hour; etc.
- Biology; Physics; Chemistry; Geography; etc.
- do grammar exercises; read English stories; etc.



## LISTEN.

*Listen to the dialogue and complete the report card.*

**Name:** Sarah Chen

**Class:** 8C

**Days present:** (1)

**Behavior - Participation:** (3)

**Listening:** (4) **Speaking:** (5)

**A = Excellent**

**B = Good**

**C = Fair**

**D = Poor**

**F = Fail**

**S = Satisfactory**

**U = Unsatisfactory**

**Comments:** Speaks English quite well.

However, she does need to improve her listening skills.

**Teacher's signature:**

Miss. Blake

**Date:** February 17, 2003

**Subject:** English

**Marking period:** First Term

**Days absent:** (2)

**Co-operation:** S

**Reading:** (6) **Writing:** (7)

**Parents' signature:**

Mrs. Chen

## Unit 5: Study habits

## READ.

a school  
trường học

to learn  
học

semester  
học kì

Language learners learn words in different ways. Some learners make a list and put into it the meanings of new words in their mother tongue, and try to learn them by heart. However, others do not. Instead, they write one or two example sentences with each new word in order to remember how to use the word in the right way.

In order to remember words better, some learners even write each word and its use on a small piece of paper and stick it somewhere in their house so as to learn it at any time.

Many language learners do not try to learn all new words they come across. They usually underline or highlight only the words they want to learn. This helps them remember important words.

hard-working  
chăm chỉ  
Hoa is a hard-working student.

he worked with deaf-mutes  
at Boston University

They conducted  
many experiments  
and finally...

There are also different ways of learning the same number of words. For example, if you try to learn ten words in two days, you can do so in two ways. You can learn the first five words the first day, and then learn the other five the next day. However, because revision is necessary, you can learn all the ten words the first day and revise them the next day. This helps you practice the words more times.

Language learners should try different ways of learning words so as to find out the best way for themselves. Ask yourself the question: *How should I learn words?*

## 1. True or false? Check (✓) the boxes.

	T	F
a) All language learners write the meaning of new words in their mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>
b) Some learners write examples of words they want to learn.	<input type="checkbox"/>	<input type="checkbox"/>
c) Every learner tries to learn all new words they come across.	<input type="checkbox"/>	<input type="checkbox"/>
d) Many learners only learn new words that are important.	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Answer the questions.

- Do learners learn words in the same way?
- Why do some learners write example sentences with new words?
- What do some learners do in order to remember words better?
- Why don't some learners learn all the new words they come across?
- What is necessary in learning words?
- How should you learn words?

## WRITE .

- Look at Hoa's letter to Tim. She wrote it at the end of term. Identify the sections. Label them with correct letter.

- A Body of the letter
- B Heading - writer's address and the date
- C Closing - Your friend/ Regards/ Love
- D Opening - Dear ... ,



## Unit 5 : Study habits

12 Tran Hung Dao St.

Ha Noi

February 10, 200...

Dear Tim,

Thanks for your letter. I'm pleased to hear you had an enjoyable Christmas vacation.

We received our first semester report a few days ago. I got good grades for Science, English and History, but my math result was poor. My math teacher asked me to spend more time on it. I must study harder next semester.

It is almost Tet. That's the Lunar New Year Festival in Viet Nam. I think I told you about it in my last letter. We're going to Hue tonight to celebrate the festival with my grandmother. I'll send you a postcard from there.

Write soon and tell me all your news.

Regards,

Hoa

2. Now help Lan write a letter to her pen pal Donna in San Francisco. Use the information in the box.

- Mother's Day
- second semester report / last month
- good grades / Geography / Physics / Math
- teacher / tell / improve English / History
- in a few weeks / Mid-Autumn Festival / moon festival
- Ha Long Bay / aunt and uncle / bus / this afternoon
- send you / postcard

## Language Focus

- Adverbs of manner
- Modal: *should*
- Commands, requests and advice in reported speech

1. Complete the dialogues. Use the adverbs of manner in the box.

softly

well

fast

badly

hard

- a) Hoa: Does Mrs. Nga speak English?  
Lan: Oh, yes. She speaks English (0) *well*.
- b) Hoa: Ba always gets excellent grades.  
Lan: That's because he studies (1) \_\_\_\_\_.
- c) Hoa: That's our bus!  
Lan: Run (2) \_\_\_\_\_ and we might catch it.
- d) Hoa: I'm very sorry. I know I behaved (3) \_\_\_\_\_.  
Lan: It's all right.
- e) Hoa: I can't hear you, Lan.  
Lan: Sorry, but I'm speaking (4) \_\_\_\_\_ because I have a sore throat.

2. Work with a partner. Look at the picture of Mr. Hao's house. Use the words in the box. Say what he should do.

repair

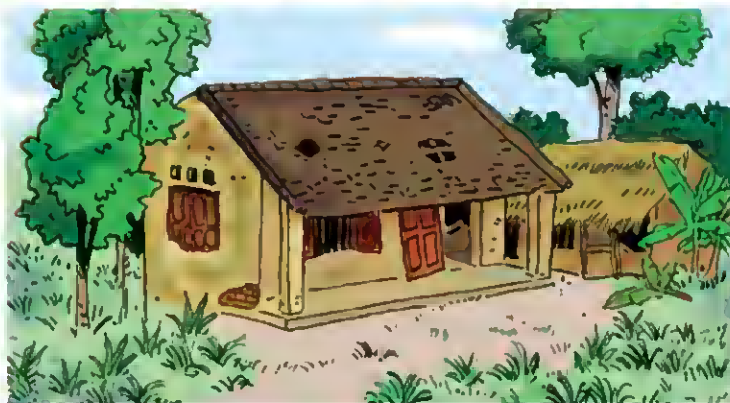
paint

cut

replant

mend

Mr. Hao should  
repair the roof.



## Unit 5: Study habits

### 3. Work with a partner. Suppose you are Tim's mother. Report Miss Jackson's commands and requests in her conversation with Tim's mother.

*Example:*

Miss Jackson said:

*"Can you give Tim this dictionary?"*

or *"Please give Tim this dictionary."*

Tim's mother reported it to Tim:

*"Miss Jackson asked me to give you this dictionary."*

*"Miss Jackson told me to give you this dictionary."*

- a) "Please wait for me outside my office."
- b) "Please give Tim his report card for this semester."
- c) "Can you help Tim with his Spanish pronunciation?"
- d) "Can you meet me next week?"

### 4. Work with a partner. Report Miss Jackson's advice she gave in her conversation with Tim's mother.

*Example:*

Miss Jackson said:

*"Tim should work harder on his Spanish pronunciation."*

Tim's mother reported it to Tim:

*"Miss Jackson said you should work harder on your Spanish pronunciation."*

- a) "Tim should spend more time on Spanish pronunciation."
- b) "Tim should practice speaking Spanish every day."
- c) "Tim should listen to Spanish conversations on TV."
- d) "Tim should practice reading aloud passages in Spanish."
- e) "Tim should use this dictionary to find out how to pronounce Spanish words."

## UNIT 6

# THE YOUNG PIONEERS CLUB

### GETTING STARTED.

*Identify the activities that Ho Chi Minh Young Pioneer and Youth Organization (Y&Y) participate in. Check (✓) the boxes, then add more activities to the list.*

- |   |  |
|---|--|
| <input type="checkbox"/> helping blind people         | <input type="checkbox"/> cleaning up beaches   |
| <input type="checkbox"/> helping elderly people       | <input type="checkbox"/> caring for animals    |
| <input type="checkbox"/> helping handicapped children | <input type="checkbox"/> taking part in sports |



### LISTEN AND READ.

- Secretary:** Hello. May I help you?
- Nga:** Good morning. I'm enrolling for the activities for this summer.
- Secretary:** Right. Let me get an application form and we can fill it out. What's your full name, please?
- Nga:** Pham Mai Nga.
- Secretary:** And when were you born?
- Nga:** April 22, 1989.
- Secretary:** Where do you live and do you have a phone number?
- Nga:** I live at 5 Tran Phu Street, and I don't have a phone at home.
- Secretary:** Now, what are your hobbies?
- Nga:** I like drawing and outdoor activities. And I enjoy acting, too.
- Secretary:** Drawing, outdoor activities, ... and acting. Well, please take this form to your teacher and ask her to sign it. Then bring the form back to me.
- Nga:** All right. Thank you.

## Unit 6 : The young pioneers club

## 1. Practice the dialogue with a partner.

## 2. Complete Nga's details.

- |                       |                        |
|-----------------------|------------------------|
| • Name: _____         | • Date of birth: _____ |
| • Home address: _____ | • Sex: _____           |
| • Phone number: _____ | • Interests: _____     |

**SPEAK .**

*Look at the phrases in the boxes. Then practice the dialogues with a partner:*

Asking for favors	Responding to favors
Can/Could you help me, please?	Certainly/ Of course/ Sure.
Could you do me a favor?	No problem.
I need a favor.	What can I do for you?
Can/Could you ... ?	How can I help you?
	I'm sorry. I'm really busy.
Offering assistance	Responding to assistance
May I help you?	Yes/No. Thank you.
Do you need any help?	Yes. That's very kind of you.
Let me help you.	No. Thank you. I'm fine.

- a) Mrs. Ngoc: Could you do me a favor, please?  
 Hoa: Sure. What can I do for you?  
 Mrs. Ngoc: Can you help me carry my bags? I've hurt my arm.  
 Hoa: Certainly. I'll help you.  
 Mrs. Ngoc: Thank you very much. That's very kind of you.

b) **Receptionist:** May I help you?

**Tourist:** Yes. Can you show me the way to the nearest bank?

**Receptionist:** Sure. Turn right when you get out of the hotel.  
Turn left at the first corner. It's on your right.

**Tourist:** Thank you very much.

*Now use the appropriate phrases in the box to make similar dialogues about some of the following situations with a partner.*

WHO	WHAT	WHY
tourist	needs to find a police station	lost money
neighbor	needs help tidying yard	has a broken leg
friend	needs help fixing her bike	has a flat tire
aunt	needs to buy some vegetables	is busy cooking meal



## LISTEN.

*Fill in the missing words.*

Children of our land (1)\_\_\_\_.

Let's sing for (2)\_\_\_\_,

Let's sing for (3)\_\_\_\_.

Let's sing for the (4)\_\_\_\_

between (5)\_\_\_\_ and (6)\_\_\_\_,

Oh, children (7)\_\_\_\_ our  
land, unite,

Children of the (8)\_\_\_\_ hold hands.

Let's (9)\_\_\_\_ our love from (10)\_\_\_\_ to place.

Let's shout (11)\_\_\_\_ loud,

Let's make a (12)\_\_\_\_,

Oh, children of the (13)\_\_\_\_,

hold hands.

*Adapted from a song by Margarett Thomas-Cochran*



## Unit 6 : The young pioneers club

**READ.**

Hồ Chí Minh Communist Youth Union is an organization for Vietnamese youth from 15 to 30 years of age. The Union builds good character, love for the nation, and encourages good citizenship, soft skills and personal fitness.

The Union was founded on March 26 1931 by the beloved President Hồ Chí Minh. It had different names over the years. One of its first names was 'Vietnam Communist Youth Union'. In December 1976, it was officially named as it is called today: Hồ Chí Minh Communist Youth Union. However, people normally use the name 'The Youth Union' for short.

The Youth Union, together with other youth organizations such as the Young Pioneers Organization, the Vietnam Youth Federation, the Vietnam Students Union, often hold social activities such as Helping the Handicapped, Cleaning the Environment, Green Summer Volunteers Campaign, and other similar movements. These activities aim to help the young develop their public awareness and form their personality.

Ever since the Union was founded, its aims and principles, established by President Hồ Chí Minh, have been the guidelines for the young Vietnamese people of today and tomorrow.

**1. Fill in the missing information.**

- a) The Youth Union was founded in .....
- b) In ..... the Youth Union was officially named as it is called today.
- c) The Youth Union's activities aim to help the young develop .....
- d) Its aims and principles have been ..... for the young Vietnamese people of today and tomorrow.

**2. Answer. Then write the answers in your exercise book.**

- a) At what age can one join the Youth Union?
- b) When was the Youth Union founded?
- c) What is the complete name of the Youth Union?
- d) Can you name some social activities of the Youth Union?
- e) What do these activities aim to help?
- f) Who established the guidelines for the Vietnamese youth?
- g) (open question - optional)  
What names have the Youth Union had over the years?

## WRITE.

### 1. Read the passage and complete the letter.

November 21, 2003

## NOTICE

*To: All Y&Y members of the school*

The Y&Y is planning to help the community by encouraging all members to participate in a recycling program. All you have to do is to collect used glass, paper and cans, and send them for recycling. By doing this, we can help save natural resources and earn some money for the organization.

If possible, you can participate in other programs such as raising funds for the poor, helping street children and planting trees and flowers along the sidewalks or in the parks.

Join us and register from today.

The Secretary

Dear Linh,

I'm glad to tell you that I'm going to have interesting activities.

The Y&Y is (0) planning to help the (1) \_\_\_\_\_. I will participate in its (2) \_\_\_\_\_ program. In this program, we will (3) \_\_\_\_\_ glass, used paper and cans. Then we will (4) \_\_\_\_\_ them for (5) \_\_\_\_\_.

I hope I can (6) \_\_\_\_\_ natural resources and (7) \_\_\_\_\_ some money for my school Y&Y in these activities. I also think about (8) \_\_\_\_\_ in either (9) \_\_\_\_\_ trees and flowers or (10) \_\_\_\_\_ street children. It is really interesting, isn't it?

Write to me soon and tell me all your news.

Love,

Nga

*Unit 6 : The young pioneers club*

2. Read the dialogue between Hoa and her aunt. Then write Hoa's letter to her parents telling what she is going to do.

**Aunt:** Hoa, you look very happy today. Anything interesting at school?

**Hoa:** Yes, Aunt. I'm going to join the Y&Y Green Group.

**Aunt:** Really? What will you do?

**Hoa:** We are having an environment month.  
And, we're going to clean the banks of the lakes on weekends.

**Aunt:** Will you do anything else?

**Hoa:** Oh, yes. We're going to plant trees and flowers in the school garden and water them every afternoon after class.

**Aunt:** That sounds excellent.

**Hoa:** Yes, it is. And, we're planting young trees and plants to sell to some schools. We hope to give more green color to the city and earn some money for our school Y&Y.

**Aunt:** You're really great, Hoa!

Dear Mom and Dad,

.....

## Language focus

- Present tense with future meaning
- Gerunds
- Modals: *may, can, could*

1. Work with a partner. Ask and answer questions about Y & Y Spring activity program.

a)

*When do they collect and empty garbage?*

*On January 9.*

b)

*Where do they collect and empty garbage?*

*At Dong Xuan Market.*

c)

*What time do they start and finish work?*

*They start at 8 am and finish at 5 pm.*

*Youth and Young Pioneers Organization  
Spring Activity Program*

**ARE YOU READY ?**

Activity	Place	Date	Time
Collect and empty garbage	Dong Xuan Market	Jan. 9	8 am - 5 pm
Plant and water trees along streets	City center streets	Feb. 2	7 am - 10 am
Help the elderly and street children	City rest home and orphanage	Mar. 26	7 am - 4 pm
Have big gathering to support cultural-sport programs	Central stadium	Apr. 15	5 pm - 9 pm

## Unit 6 : The young pioneers club

## 2. Work with a partner.

a) Look at the table. Talk about our friends' hobbies.

A: Ba loves playing soccer, but he doesn't like washing up.

B: Lan doesn't like playing soccer and she doesn't like washing up, either.

	Ba				Lan			
	love	like	don't like	hate	love	like	don't like	hate
playing soccer	✓						✓	
washing up			✓				✓	
cooking meals				✓		✓		
performing music		✓				✓		
gardening			✓				✓	
gathering broken glasses		✓				✓		
watching TV		✓			✓			
camping	✓					✓		
playing badminton				✓			✓	
doing homework		✓						✓

b) Copy the table into your exercise book. Then complete it with information about you. Next ask and answer questions with your partner.

Do you like  
playing soccer?

No. I hate it.  
What about you?

Yes. I love  
playing soccer.

## 3. Work with a partner.

a) Use the expressions in the box to ask for a favor. Then practice the dialogues with a partner.

*help me with this math problem*  
*buy a ticket*  
*water the flowers in the garden*  
*take me across the road*

- A.      **Woman:**      Can/Could you help me, please?  
          **Man:**            Yes, certainly.  
          **Woman:**      Can you \_\_\_\_\_?
- B.      **Old Woman:**    Could you do me a favor?  
          **Boy:**             What can I do for you?  
          **Old Woman:**    Can you \_\_\_\_\_?
- C.      **Boy:**              I need a favor.  
          **Girl:**             How can I help?  
          **Boy:**             Could you \_\_\_\_\_?
- D.      **Grandpa :**        Can you help me, please?  
          **Niece:**            Yes. Of course.  
          **Grandpa:**        Can you \_\_\_\_\_?

b) Use useful expressions in the boxes on page 55 to complete the dialogues.  
 Then practice the dialogues with a partner.

- A: \_\_\_\_\_ help you?  
 B: Yes. Thank you. Could you fill in this form for me?
- A: \_\_\_\_\_ any help?  
 B: No. Thank you. I'm fine.
- A: Oh. This bag is heavy.  
 B: Let \_\_\_\_\_.
- A: Yes. That's \_\_\_\_\_ of you.



## UNIT 7

# MY NEIGHBORHOOD

### GETTING STARTED.

*Match the names of places found in a neighborhood with the pictures.*

grocery store

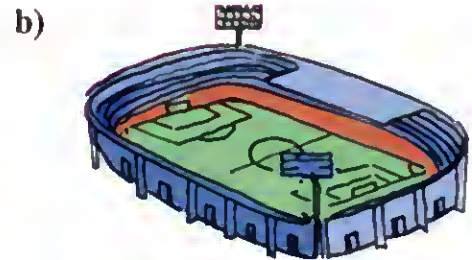
hairstylist's

drugstore

swimming-pool

stadium

wet market



### LISTEN AND READ.

Nam: Hi. My name's Nam.

Na: Hello. Nice to meet you, Nam. I'm Na.

Nam: Are you new around here?

Na: Yes. We've been here since last week.

**Nam:** I'm sure you'll like this neighborhood.  
**Na:** I hope so. How long have you lived here?  
**Nam:** Oh, we've lived here for about 10 years.  
**Na:** You must know the area very well.  
**Nam:** I do.  
**Na:** Is there a restaurant close by? My mother is too tired to cook tonight.  
**Nam:** There is one just around the corner.  
**Na:** What is the food like?  
**Nam:** It's very good. We like to eat there. It serves Hue food and the pancakes are delicious. You should try them.  
**Na:** I will. Thanks.

1. Practice the dialogue with a partner.

2. Complete the sentences. Use the words from the dialogue.

- Na is \_\_\_\_\_ to the neighborhood.
- She and her family arrived \_\_\_\_\_.
- Na's mother is very \_\_\_\_\_.
- There is a \_\_\_\_\_ in the area.
- The restaurant serves food from \_\_\_\_\_.
- Nam thinks the \_\_\_\_\_ are tasty.

## SPEAK .

1. Practice the dialogue with a partner.

**Clerk:** Next, please!  
**Mrs. Kim:** I want to send this parcel to Quy Nhon.  
**Clerk:** Do you want to send it airmail or surface mail?  
**Mrs. Kim:** I'm not sure. How much is airmail?



## Unit 7: My neighborhood

- Clerk:** I'll have to weigh the parcel first. Mmm.  
Five kilograms. That'll be 32,500 dong.
- Mrs. Kim:** Oh! That's expensive.
- Clerk:** Surface mail is much cheaper. It's only 19,200 dong.
- Mrs. Kim:** That's better. I'll send it surface.
- Clerk:** All right.

2. Look at the following brochure and the information in the box. Make similar dialogues.

letter / Kon Tum / surface mail / 20g

postcard / Ho Chi Minh City / airmail / 15g

parcel / Ca Mau / airmail / 2kg

parcel / Buon Ma Thuot / surface mail / 5kg

Surface Mail			Airmail		
Item	Weight	Charges (VND)	Item	Weight	Charges (VND)
Letter	20g	800	Letter	15g	1,200
Postcard	25g	800	Postcard	15g	1,200
Parcel	5kg	19,200	Parcel	2kg	13,000



## LISTEN.

*Na is new to the neighborhood. She's talking with Nam about what she's going to do on the weekend. Look at the advertisement of "What's on this week?".*

1. Listen to the conversation. Then fill the blank in each of the advertisement with one phrase from the box.

Town Ground  
The Newcomer

English Speaking Contest  
Culture House



## What's on this week?

**MILLENNIUM CINEMA**  
**1 The Newcomer**  
 Two performances  
 Monday – Saturday  
 5pm – 8pm

**SOCCER**  
 Le Do School vs  
 Quang Trung School  
 \_\_\_\_ 2 \_\_\_\_  
 kick off 4pm  
 Saturday, 24<sup>th</sup> March

\_\_\_\_ 3 \_\_\_\_  
 Nguyen Khuyen School  
 Thursday, 22<sup>nd</sup> March  
 7.30 pm – 9.30 pm

**PHOTO EXHIBITION**  
 Hundreds of photos taken  
 by young photographers  
 \_\_\_\_ 4 \_\_\_\_  
 Monday – Friday  
 open : 9.00 am – 9.00 pm

2. Listen to the conversation again and check (✓) the correct box for True, False or No Information.

	True	False	No Information
a) Na does not know the neighborhood very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Na doesn't like movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Na will go to the photo exhibition this weekend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Na won't go to the English speaking contest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Na will go to the soccer match with Nam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Nam is a soccer fan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**READ.**

A new shopping mall is opening in Nam's neighborhood today. It is very different from the present shopping area. All the shops are under one roof. That will be very convenient, especially during the hot and humid summer months. Customers will shop in comfort and won't notice the weather.

Some people in the neighborhood, however, are not happy about the changes. The owners of the small stores on Tran Phu Street think the mall will take their business. Some of the goods in the new stores will be the same as the ones in the small shops, but the stores in the mall will offer a wider selection of products, some at cheaper prices.

The residents and store owners have been concerned about the new mall for a few months. They have organized a community meeting in order to discuss the situation.

**Opening today !**

**Tran Phu Shopping Mall**  
Everything under one roof

- \* 50 air-conditioned  
specialty stores
- \* 4 movie theaters
- \* 10 restaurants
- \* children's play area

**Open daily 8 am - 10 pm**

Special discounts during the first two weeks!  
Come and bring your friends!



1. True or false? Check (✓) the boxes. Then correct the false sentences and write them in your exercise book.

	T	F
a) The mall is open six days a week.	<input type="checkbox"/>	<input type="checkbox"/>
b) There are more than 50 stores in the mall.	<input type="checkbox"/>	<input type="checkbox"/>
c) Everyone in the neighborhood is pleased about the new mall.	<input type="checkbox"/>	<input type="checkbox"/>
d) It will be more comfortable to shop in the mall than in the present shopping area.	<input type="checkbox"/>	<input type="checkbox"/>
e) Some of the stores on Tran Phu Street may have to close.	<input type="checkbox"/>	<input type="checkbox"/>

2. Answer.

- What is special about the new shopping mall?
- What facilities are available in the shopping mall?
- What do the small store owners think about the new shopping mall?
- What kinds of goods will the stores in the mall offer?

WRITE .

Tran Phu Street Residents and Store Owners

MEETING TO DISCUSS EFFECTS OF NEW MALL

Date: May 20 Time: 8.00 pm

Place: Binh's Hardware Store, 12 Hang Da Street.

Please contact Pham Van Tai at the above address for more information.

1. Read the community notice.

2. Use the similar format to write a notice about the English Speaking contest below.

The school English Speaking Club is going to hold a speaking contest to celebrate the Teachers' Day. The contest will be at Hall 204, Building G, from 7.30 pm to 10.00 pm on November 15. The person to contact is Tran Thi Thu Hang of class 8H.

3. Write one or two notices about your class meeting and / or your Sports Club meeting.



## Language Focus

- Present perfect with *for* and *since*
- Comparison with *like*, *(not) as ... as*; *(not) the same as*; *different from*

### 1. Match each verb to its past participle.

be	•	•	gone	see	•	•	collected
go	•	•	lived	do	•	•	seen
eat	•	•	attended	write	•	•	done
live	•	•	been	work	•	•	written
attend	•	•	eaten	collect	•	•	worked

### 2. Complete the expressions. Use *for* or *since*.

- *for* a period of time  
*for five months*
- *since* a point of time  
*since Tuesday*

... five minutes

... three hours

... January

... 10 weeks

... 1990

... Friday

... the summer

... 20 years

### 3. Complete the sentences. Use the present perfect form of the verbs in brackets.

- I *have lived* here since last week. (live)
- We \_\_\_\_\_ in that restaurant for two years. (not eat)
- I \_\_\_\_\_ her since yesterday. (not see)
- They \_\_\_\_\_ Quang Trung School since last year. (attend)
- My dad \_\_\_\_\_ for his company for 20 years. (work)
- Ba \_\_\_\_\_ stamps since 1995. (collect)

4. Complete the conversation. Use the correct form of the verbs in the box.

hope      be (3)      live      see      look      want

Ba: Hi. My name's Ba.

Tom: Nice to meet you, Ba. I'm Tom.

Ba: Are you a newcomer here?

Tom: Yes. I (1) \_\_\_\_\_ here since last week.

Ba: I'm sure you'll love this place.

Tom: I (2) \_\_\_\_\_ so. How long \_\_\_\_\_ you (3) \_\_\_\_\_ here?

Ba: For 15 years.

Tom: So you must know the area very well. (4) \_\_\_\_\_ there a post office near here?

Ba: Yes. There's one next to my house. Why?

Tom: Ah! I (5) \_\_\_\_\_ to send this postcard to my parents.

Ba: Let me have a look. Oh! It (6) \_\_\_\_\_ very beautiful. Where's your house?

Tom: In London. \_\_\_\_\_ you ever (7) \_\_\_\_\_ there?

Ba: Not yet. But I (8) \_\_\_\_\_ it through films and magazines. I'm going there with my father next summer.

Tom: That's great. I hope to see you again over there.

5. Look at the pictures. Complete the sentences. Use the words in the box.  
You will have to use some words more than once.

different      expensive      cheap      modern      long      same      large

a)



b)



c)



## Unit 7: My neighborhood



- a) The magazine is *not as large as* the newspaper.
- b) Lipton tea is *different from* Dilmah tea.
- c) The red dictionary is \_\_\_\_\_ the blue dictionary.
- d) The bag on the left is \_\_\_\_\_ the bag on the right.
- e) The toy cat is \_\_\_\_\_ the toy dog.
- f) Hoa's backpack is \_\_\_\_\_ Lan's backpack.
- g) The snake is \_\_\_\_\_ the rope.
- h) The pocket-watch is \_\_\_\_\_ the wristwatch.
- i) The ruler is \_\_\_\_\_ the eraser.

## UNIT 8

# COUNTRY LIFE AND CITY LIFE

### GETTING STARTED.

*Work with a partner. Make a list of the differences between the countryside and the city. The words in the box may help you.*

noisy

fresh air

friendly

tall buildings

kinds of goods

fresh foods

beautiful views

entertainments

traffic jam



### LISTEN AND READ.

**Hoa:** Hi, Na. Have you been away?

**Na:** Yes. I went to the countryside for the weekend.

**Hoa:** Where did you go?

**Na:** I went to Kim Lien. It's a village. Some of my relatives live there.

**Hoa:** I've heard it's a beautiful place.

**Na:** It is. And it's very quiet and peaceful. I had a really nice weekend, but I don't want to live there permanently.

**Hoa:** Why not?

**Na:** It's too quiet. There is nothing to do.

**Hoa:** Yes, but things are changing in the countryside.

**Na:** Such as?

**Hoa:** Many remote areas are getting electricity. People can now have things like refrigerators and .....

**Na:** And TV.

**Hoa:** That too. TV is bringing not only information but also entertainment. And medical facilities are more easily accessible too. Life in the provinces is definitely changing for the better.



**Na:** But the city has so much more to offer.

**Hoa:** In many ways, I prefer the countryside. Life is simple, people are friendly and the air is clean.

**1. Practice the dialogue with a partner.**

**2. Answer the questions.**

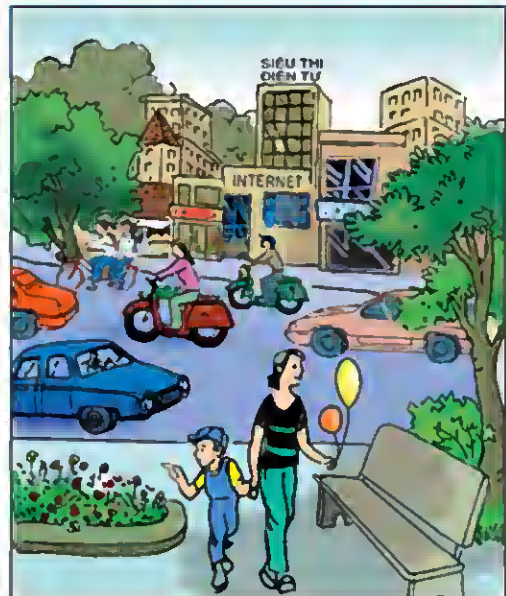
- Where has Na been?
- How long was she there?
- What is her opinion of the countryside?
- Na says, 'There is nothing to do.' What does she mean by this?
- What are some of the changes that Hoa mentions?
- Do you prefer the city or the countryside? Why?

**SPEAK.**

- 1. Work with a partner. Look at the two pictures and talk about the changes of the town. The word prompts in the box may help you.**



**5 years ago**



**now**

**busy   tall   beautiful   modern   noisy   dirty   expensive**

*Example : The town is becoming busier.*

2. Work with a partner. Talk about changes in your hometown.

**LISTEN.**

*Fill in the missing words.*



**Lan:** Hello.

**Aunt Hang:** Hello. Is (1)\_\_\_\_\_ Lan?

**Lan:** Yes. Who is (2)\_\_\_\_\_?

**Aunt Hang:** (3)\_\_\_\_\_ Aunt Hang. How are you?

**Lan:** I'm fine. (4)\_\_\_\_\_ are you phoning (5)\_\_\_\_\_?

**Aunt Hang:** Hue. I'm calling to tell you Uncle Chi and I are (6)\_\_\_\_\_ to visit you next (7)\_\_\_\_\_.

**Lan:** Great! When are you (8)\_\_\_\_\_?

**Aunt Hang:** On (9)\_\_\_\_\_. We're arriving in Ha Noi in the (10)\_\_\_\_\_ (11)\_\_\_\_\_.

**Lan:** OK. Do you want to (12)\_\_\_\_\_ to (13)\_\_\_\_\_ mom?

**Aunt Hang:** Yes, please.

**Lan:** Hold on a moment and I'll (14)\_\_\_\_\_ her.





## READ.

Many people from rural areas are leaving behind their traditional way of life and moving to the city. They believe that well-paying jobs are plentiful in the city.

At home on the farm, life is always a struggle with nature. Typhoons, floods or droughts can easily destroy a harvest and leave the farmer with little or no money until the following year. Often farmers look for other work when they need more money for their family.

The increase in population, however, has led to overcrowding in many cities. This puts a strain on schools and hospitals, as well as water and electricity supplies. Increased pollution is another unpleasant result.

There is also a human side to this tragedy. Families sometimes have to live apart. In these cases, children may live at home with relatives, while their parents go and live in an urban area.

Governments all over the world are trying to provide facilities for these migrants, but it can be quite a problem.

### 1. Complete the summary. Use information from the passage.


People from the countryside are (1)\_\_\_\_\_ their (2)\_\_\_\_\_ to go and live in the (3)\_\_\_\_\_. Farming can sometimes be a difficult life and these people from (4)\_\_\_\_\_ areas feel the (5)\_\_\_\_\_ offers more opportunities. However, many people coming to the city create (6)\_\_\_\_\_. There may not be enough (7)\_\_\_\_\_ or (8)\_\_\_\_\_, while water and electricity supplies may not be adequate. This is a (9)\_\_\_\_\_ facing governments around the (10)\_\_\_\_\_.

### 2. Find the word in the passage that means:

- a) of the countryside .....
- b) as many as needed .....
- c) become greater or larger .....
- d) a great pressure .....
- e) a terrible event .....
- f) of the city or city life .....

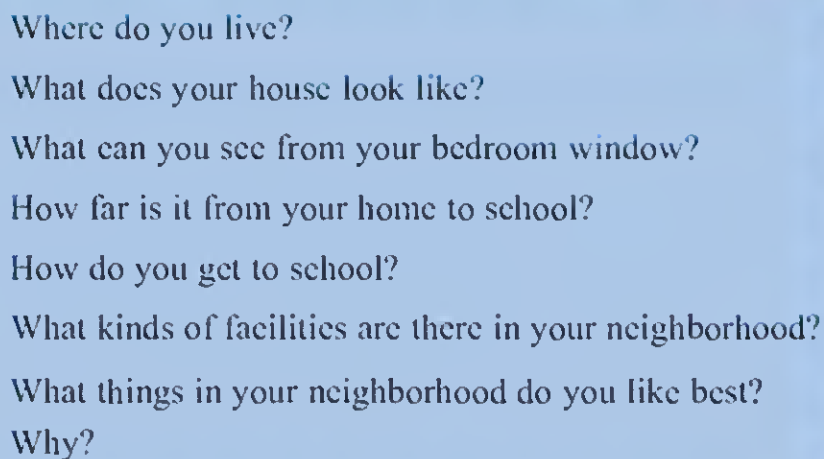
## WRITE.

1. Put the outline for an informal letter in the correct order. If you don't remember, refer to the writing exercises in Unit 5.



Opening  
Date  
Closing  
Heading  
Writer's address  
Body of letter

2. Write a letter to a friend about your neighborhood. These questions may help you.



Where do you live?  
What does your house look like?  
What can you see from your bedroom window?  
How far is it from your home to school?  
How do you get to school?  
What kinds of facilities are there in your neighborhood?  
What things in your neighborhood do you like best?  
Why?

## Language focus

- Present progressive
  - to talk about the future
  - to show changes with *get* and *become*
- Comparative and superlative adjectives

### 1. Read the dialogues.

a) **Mrs. Vui:** Is the boat to Dong Hoi leaving at 10.25?

**Clerk:** Is that *Lady of the Lake*?

**Mrs. Vui:** That's right.

**Clerk:** I'm very sorry, madam, but it's been delayed.

**Mrs. Vui:** Oh, no!

**Clerk:** Now, it's leaving at 10.40.

b) **Mr. Hung:** Is the boat from Hai Phong arriving at 10.30?

**Clerk:** Are you talking about *Bright Sky*?

**Mr. Hung:** Yes.

**Clerk:** It's arriving on time, sir.

Now make similar dialogues. Use the shipping information.

### Shipping information

Ship Name	Destination	Time of Departure	Status	Revised Time
Lady of the Lake	Dong Hoi	10.25	delayed	10.40
Good Fortune	Quy Nhon	11.30	delayed	13.55
City of Hue	Nha Trang	11.40	—	—
Golden Trail	Ho Chi Minh City	11.55	delayed	16.20
Ship Name	Origin	Time of Arrival	Status	Revised Time
Bright Sky	Hai Phong	10.30	—	—
Speed of Light	Ho Chi Minh City	10.40	delayed	12.30
Diamond Eyes	Ca Mau	11.00	—	—
Stars Above	Phu Quoc	12.00	delayed	18.15

2. Complete the dialogues. Use the verbs in the present progressive tense.

- a) **Nam:** What are you doing tonight?  
**Bao:** I'm *playing* (0) table tennis.
- b) **Uncle Thach:** Would you and Lan like to go to the movies?  
**Hoa:** Sorry, we can't. We (1)\_\_\_\_\_ homework.
- c) **Mrs. Vui:** Are you watching the seven o'clock news?  
**Mr. Nhat:** No, I (2)\_\_\_\_\_ a program on rainforests.
- d) **Hoa:** I'm going to the beach on Saturday.  
**Lan:** Lucky you! I (3)\_\_\_\_\_ to my violin lesson.
- e) **Mrs. Thoa:** Are you free on Sunday afternoon?  
**Na:** No, Mom and I (4)\_\_\_\_\_ the house.
- f) **Nga:** Can you fix my computer on Friday afternoon?  
**Mr. Lam:** I'm afraid not. I (5)\_\_\_\_\_ a meeting that afternoon.

3. Complete the sentences. Use the verbs and adjectives in the boxes.

get  
become

better  
cleaner  
cold  
dark  
tall  
weak

- a) *The boys are getting taller.*
- b) The old men \_\_\_\_\_.
- c) We should go home. It \_\_\_\_\_.
- d) The weather \_\_\_\_\_.
- e) The students \_\_\_\_\_.
- f) The school yard \_\_\_\_\_.



4. Make comparisons between the city and the country about these things. The adjectives in the box will help you.

busy	easy	expensive	cheap	good
bad	poor	big	accessible	fresh

food	entertainments
traffic	medical facilities
transport	schools
air	electricity

5. Look at the advertisements. Compare the house, the villa and the apartment. Use the adjectives in the box.

*The house is more expensive than the apartment.*

*The apartment is smaller than the villa.*

*The villa is the oldest home.*

expensive	old	small	beautiful	big	hot
-----------	-----	-------	-----------	-----	-----

## FOR RENT

Beautiful apartment with balcony, only 2 years old, 30m<sup>2</sup>, 900,000 dong per month

Tel: 8 420 197

## FOR RENT

Modern air-conditioned house with garden, new, 1,000m<sup>2</sup>, 6.6 million dong per month

Tel: 8 362 314

## FOR RENT

Lovely villa, five years old, 150m<sup>2</sup>, 7.8 million dong per month

Tel: 8 293 640

## UNIT 9

# A FIRST-AID COURSE

### GETTING STARTED.

*Work with a partner. What would you do in these situations which require first-aid? The pictures will help you.*

a girl has a burn on her arm

a girl has a nose bleed

a boy has a bad cut on his leg

a boy has a bee sting



### LISTEN AND READ.

**Nurse :** Bach Mai Hospital.

**Lan :** This is an emergency. Please send an ambulance to Quang Trung School. A student is hurt.

**Nurse :** Calm down. Can you tell me what happened?

**Lan :** She fell off her bike and hit her head on the road.

**Nurse :** Is she conscious?

**Lan :** Yes, but she had a bad cut on her head. It's bleeding quite badly.

**Nurse :** Try to stop the bleeding. Use a towel or a handkerchief to cover the wound. Then put pressure on it. Hold it tight.

**Lan :** Will you hurry, please?

**Nurse :** Of course. What is the address of the school?

**Lan :** Ngo Si Lien Lane. It's between Quang Trung Street and Tran Hung Dao Street.

**Nurse :** The ambulance will be there in about 10 minutes. She mustn't fall asleep.

**Lan :** All right. I promise I'll keep her awake.



1. Practice the dialogue with a partner.
2. Select the topics covered in the dialogue.
  - a) describing the condition of the injured person
  - b) asking for the address
  - c) asking about the condition of the injured person
  - d) asking for advice
  - e) giving first-aid instructions
  - f) arranging for an ambulance
  - g) saying the injured person's name

**SPEAK .**

*Work with a partner. Look at the phrases and the pictures. Take turns to make and respond to requests, offers and promises.*

Requests	Offers	Promises
Can/Could you _____? Will/Would you _____?	Would you like _____? What can I get for you? Shall I _____? Will/Won't you have _____? Can I get you _____?	I will _____. I promise. I promise I'll _____. I promise I won't _____. I promise to _____.
Responses		
Sure. OK. All right. I'm sorry, I can't. I'm afraid not.	Yes, please. That would be nice. No, thank you.	I hope so. Good. I'm glad. Don't forget.

a) Could you give me a bandage, please?

Sure. Here you are.



b)



c)



d)



e)



LISTEN.

Match the letters A, B, C, D, E, or F to the correct words in the box, then put them in the correct order as you hear.

ambulance

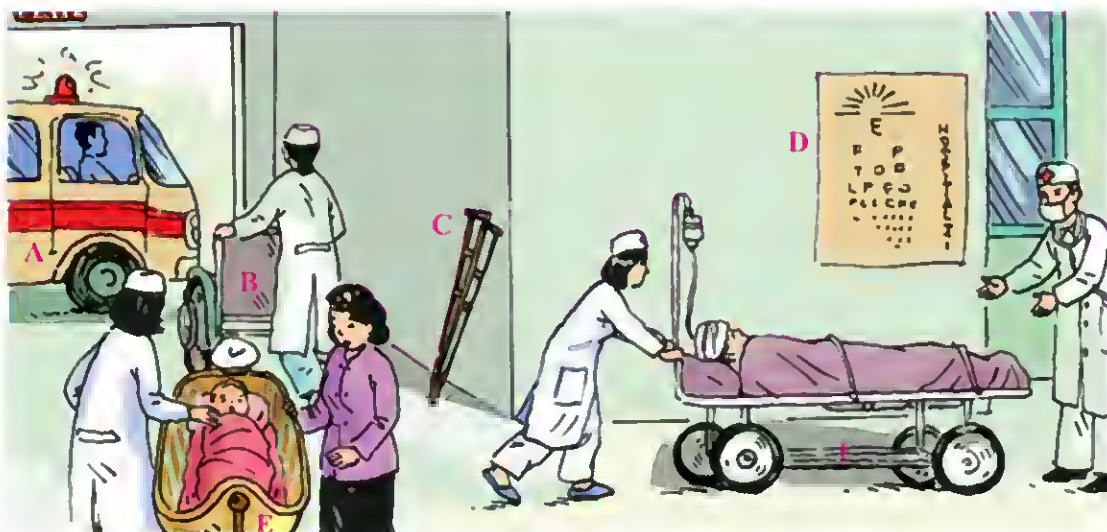
crutches

scale

stretcher

wheelchair

cyc chart



**READ.**

Case	First-aid
<b>Fainting</b>	<ul style="list-style-type: none"> <li>- Leave the patient lying flat.</li> <li>- Don't force him/her to sit or stand.</li> <li>- Elevate the patient's feet, or lower his/her head below the level of the heart.</li> <li>- Don't let the victim get cold.</li> <li>- Give the victim a cup of tea when he/she revives.</li> </ul>
<b>Shock</b>	<ul style="list-style-type: none"> <li>- Don't overheat the victim with blankets or coats.</li> <li>- Don't give the victim any food or drink.</li> <li>- Don't give the victim drugs or alcohol.</li> </ul>
<b>Burns</b>	<ul style="list-style-type: none"> <li>- Cool the burns immediately so as to minimize tissue damage.</li> <li>- Put the affected part under a running cold tap (if possible).</li> <li>- Ease pain with ice or cold water packs.</li> <li>- Cover the burned area with a thick sterile dressing.</li> </ul>

Choose a correct case for each of the following treatments.

- a) The victim should not sit or stand.
- b) Victim cannot drink wine or beer.
- c) The victim's head should be below the level of the heart.
- d) You should ease the pain with ice or cold water packs.
- e) The victim should drink a cup of tea when reviving.

A. Fainting

B. Shock

C. Burns

### WRITE .

1. Complete the thank-you note Nga sent to Hoa after she left the hospital. Use the correct tense forms of the verbs in brackets.

*Dear Hoa,*

*Thank you very much for the flowers you **sent** (send) me while I (1) \_\_\_\_\_ (be) in the hospital. They (2) \_\_\_\_\_ (be) beautiful and they really (3) \_\_\_\_\_ (help) to cheer me up. I (4) \_\_\_\_\_ (come) out of the hospital on Monday morning.*

*Now I (5) \_\_\_\_\_ (be) very bored. Will you come over to my place on the weekend? I'd love to see you.*

*I (6) \_\_\_\_\_ (phone) you on Friday afternoon.*

*Your friend,*

*Nga.*

2. Write a thank-you note to a friend. Invite your friend to go on a picnic with you. Arrange to contact your friend. Use the following questions to guide your writing.

What did your friend give/send you?

On what occasion?

What was/were it/they like?

How did you feel when you received the present?

How do you feel now?

Do you want to invite your friend somewhere?

If so, then when?

How will you contact your friend?

3. Use the same format to write another letter to another friend for other occasions.

## Language focus

- *in order to; so as to*
- Future simple
- Modal *will* to make requests, offers and promises

1. Match one part of a sentence from column A with another part in column B. Then write a complete sentence by using *in order to / so as to*.

Example:

*I always keep the window open in order to/so as to let fresh air in.*

A	B
1) I always keep the window open	a) ease the victim's pain and anxiety
2) Mary wrote a notice on the board	b) get to the meeting on time
3) Mr. Green got up early this morning	c) inform her classmates about the change in schedule
4) My elder brother studies hard this year	d) minimize tissue damage
5) People use first-aid	e) pass the entrance exam to the university
6) You should cool the burns immediately	f) let fresh air in

2. Ba is talking to his mother about his aunt Mai. Complete the dialogue. Use the correct word or short form.

- Ba: What time (0) *will* Aunt Mai be here? (will / shall)
- Mrs. Nga: She (1) \_\_\_\_\_ be here in two hours. (will / shall)
- Ba: (2) \_\_\_\_\_ Uncle Sau be with her? (will / 'll)
- Mrs. Nga: No, he (3) \_\_\_\_\_. He has to stay in Ho Chi Minh City. (will / won't)
- Ba: (4) \_\_\_\_\_ I come to the airport with you? (will / shall)
- Mrs. Nga: OK. It (5) \_\_\_\_\_ be a nice trip for us both. (will / won't)
- Ba: Great, I (6) \_\_\_\_\_ be ready in two minutes. (won't / 'll)





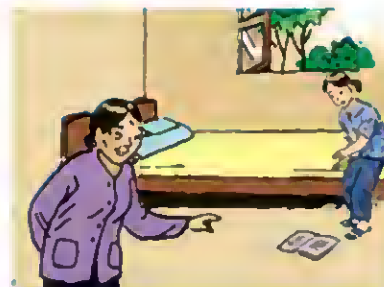
3. Nga is helping her grandmother. Look at the pictures and complete the sentences. Use the words under each picture and *will*.

a)



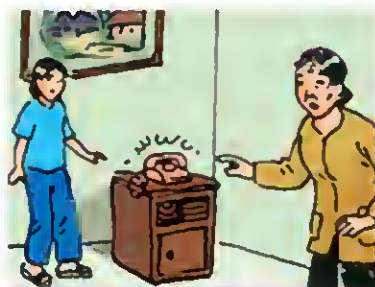
open / window

b)



give / it

c)



answer / telephone

d)



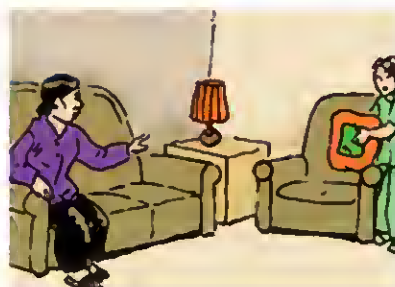
turn on / TV

e)



pour / a glass of water

f)



get / cushion

a) Nga:

Are you hot, Grandma?

Mrs. Tuyet:

Yes. *Will you open the window*, please, Nga?

b) Mrs. Tuyet:

My book is on the floor. \_\_\_\_\_ to me, please?

c) Mrs. Tuyet:

\_\_\_\_\_, please?

d) Nga:

Do you want to listen to the radio?

Mrs. Tuyet:

No, thanks. I always watch the news at 7 pm. \_\_\_\_, Nga?

e) Mrs. Tuyet:

I'm thirsty. \_\_\_\_\_ for me?

Nga:

Of course.

f) Nga:

Are you comfortable?

Mrs. Tuyet:

No, I'm not. \_\_\_\_\_, please?

4. Work with a partner, look at the pictures. Make requests, offers or promises. Use the words in the box and *will* or *shall*.

cut

hang

carry

paint

empty

study

Will you empty the  
garbage can, please?

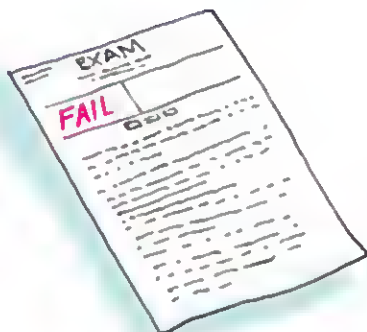
a)



b)



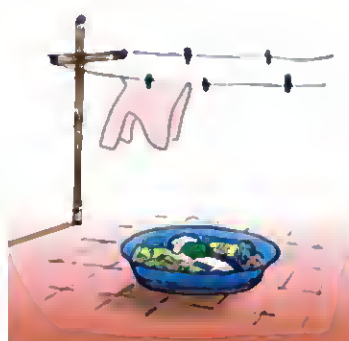
c)



d)



e)



f)



# UNIT 10

## RECYCLING

### GETTING STARTED.

*Work with a partner. Think of ways we can reduce the amount of garbage we produce. The words in the box may help you.*

*We should use cloth bags  
instead of plastic bags.*

*You're right. We should  
also reuse plastic bags.*

- tree leaves to wrap things
- garbage to make fertilizer
- used papers to make toys
- vegetable matter to make animal food



### LISTEN AND READ.

*A representative from Friends of the Earth, Miss Blake, is talking to the students of Quang Trung School. Friends of the Earth shows people how to protect the environment and save natural resources.*



**Friends of the Earth**  
**Les Amis de la Terre**  
**Amigos de la Tierra**

**Miss Blake:** Recycling is easy. Remember: *reduce, reuse and recycle.*

**Ba:** You're right. It is not difficult to remember because all the three words begin with the letter R. Can you explain what you mean, Miss Blake?

**Miss Blake:** Certainly. I am pleased that you want to know more. Reduce means not buying products which are overpackaged. For example, shirts and socks which have plastic and paper packaging.

**Hoa:** I think I know what things we can reuse.

**Miss Blake:** Can you tell the class, please?

**Hoa:** We can reuse things like envelopes, glass, and plastic bottles and old plastic bags.

**Miss Blake:** That's right. But instead of reusing plastic bags, we shouldn't use them at all. We ought to use cloth bags.

**Lan:** So is that what you mean by *recycle*?

**Miss Blake:** Yes, don't just throw things away. Try and find another use for them.

**Lan:** That's easy to say, Miss Blake, but how do we do it?

**Miss Blake:** Contact an organization like **Friends of the Earth** for information, go to your local library, or ask your family and friends.

1. Practice the dialogue with a partner. One of you is Miss Blake. The other plays the roles of Ba, Hoa and Lan.

2. Answer.

- a) What does Miss Blake mean by *reduce*?
- b) What things can we *reuse*?
- c) What does *recycle* mean?
- d) Where can we look for information on recycling things?
- e) Why does Miss Blake tell Lan that we shouldn't use plastic bags at all?

## SPEAK.

*Work with a partner. Look at the pictures and decide which group each item belongs to.*

paper

plastic

vegetable matter

glass

metal

fabric

leather



Which group do clothes belong to?



What can we do with those clothes?

Is fruit 'vegetable matter'?



Put them in 'fabric'.

That's right.

What will we do with it?



We can recycle them and make them into paper or shopping bags.



We make it into compost and fertilize our field.



## LISTEN.

You will hear four questions during the recording. Check (✓) the correct answers.

- a) What type of garbage can you put in the compost?
  - A. all vegetable matter
  - B. meat or grain products
- b) Where is the best place for a compost heap?
  - A. a place that gets no sun
  - B. a place that gets sun and shade
- c) Should you water the compost?
  - A. Yes
  - B. No
- d) How long does it take before you can use the compost?
  - A. after it rains
  - B. six months



## Recycling Facts

**Car tires**

In the USA, millions of old car tires are thrown away every year. But tires can be recycled to make pipes and floor coverings. Nowadays, many people wear shoes and sandals made from old car tires.

**Bottles**

In Britain, the milkman brings bottles of milk to houses and collects the empty ones. The empty bottles are then cleaned and refilled. Every milk bottle can be reused thirty times.

**Glass**

In industry, most glass is recycled. The glass is collected and sent to the factories. There it is broken up, melted and made into new glassware.

**Drink cans**

People throw away billions of cans every year all over the world. In Oregon, the government made a new law several years ago. They said that there must be a deposit on all drink cans. The deposit is returned when people bring the cans back for recycling.

**Compost**

Farmers have recycled their waste for thousands of years. They grow food for their animals and use the dung for fertilizing their fields. They also collect household and garden waste to make compost. Compost is a wonderful natural fertilizer. It helps plants grow.

**Thought for the week:**

*One ton of recycled paper saves approximately eight trees.*

**Let us know**

We are delighted that you are interested in protecting the environment. Share your recycling story with our readers! Call or fax us at 5 265 456.



## 1. Answer.

- a) What do people do with empty milk bottles?
- b) What happens to the glass when it is sent to the factories?
- c) What did the Oregon government do to prevent people from throwing drink cans away?
- d) What is compost made from?
- e) If you have a recycling story to share, how can you share it?

## 2. Work with a partner. Complete the sentences to make a list of recycled things.

Car tires \_\_\_\_\_.

Milk bottles \_\_\_\_\_.

Glass \_\_\_\_\_.

Drink cans \_\_\_\_\_.

Household and garden waste \_\_\_\_\_.

## WRITE .

## 1. Complete the recycling instructions. Use the verbs in the box.

soak	place	wrap	dry
use	wait	mix	press

First, (0) *soak* some old newspapers in a bucket of water overnight. Then (1) \_\_\_\_\_ a wooden spoon to mash the paper. Next, (2) \_\_\_\_\_ the mashed paper and the water together in another bucket. (3) \_\_\_\_\_ a wire mesh in the mixture then pull it out. Then put the mesh with mixture on the cloth and (4) \_\_\_\_\_ it down firmly. Take the mesh off the cloth.

- (5)\_\_\_\_\_some heavy books in a plastic bag and put them on the cloth.  
 (6)\_\_\_\_\_about 5 minutes. Finally, put the books away and take the paper  
 out of the cloth to (7)\_\_\_\_\_in the sunlight.

2. In some areas people burn dry tea leaves to keep mosquitoes away.  
 Look at the pictures. Make the instructions on how to prepare the tea  
 leaves, using the given words in the box.

take

put

dry

seatter



a) used / tea leaves / tea pot



b) tea leaves / tray



e) leaves / sun



d) dry / leaves / pot / future use

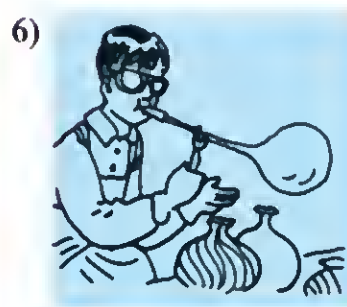
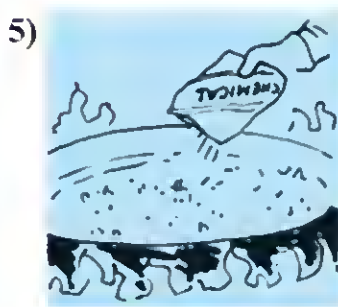
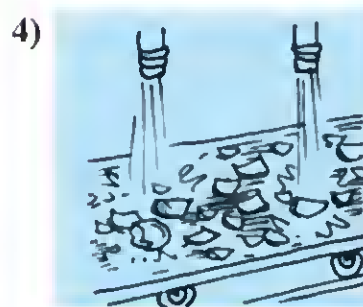
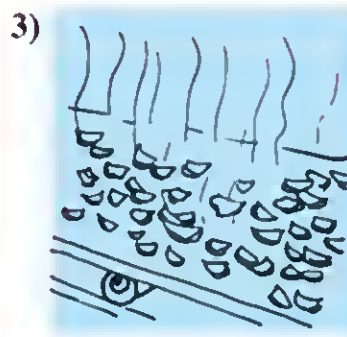
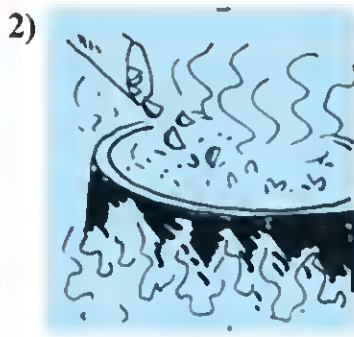
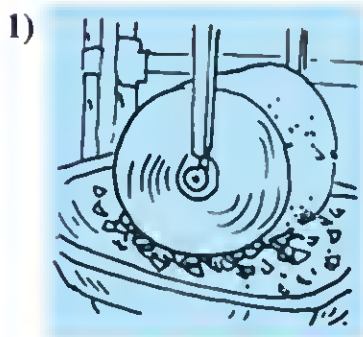
## Language focus

- Passive forms
- Adjectives followed by
  - an infinitive
  - a noun clause

### 1. Work with a partner.

Read a guide on how to recycle glass. Look at the instructions, rewrite them in the passive form and put the pictures in the correct order.

- Break the glass into small pieces. => *The glass is broken into small pieces.*
- Then wash the glass with a detergent liquid.
- Dry the glass pieces completely.
- Mix them with certain specific chemicals.
- Melt the mixture until it becomes a liquid.
- Use a long pipe, dip it into the liquid, then blow the liquid into intended shapes.



2. A famous inventor, Dr. Kim, is going to build a time machine. One of his assistants, Hai, is asking him questions about the invention. Complete the dialogue. Use the correct form of the verbs in brackets.

- Hai: When (0) *will* the project *be started*, Doctor? (start)
- Dr. Kim: Very soon.
- Hai: Many people want to see the time machine.
- Dr. Kim: Yes. It (1) \_\_\_\_\_ to the public when (show)  
it is finished.
- Hai: (2) \_\_\_\_\_ it \_\_\_\_\_ by the end of the year, (build)  
Doctor?
- Dr. Kim: I'm afraid not, but it (3) \_\_\_\_\_ before Tet. (finish)
- Hai: (4) \_\_\_\_\_ it \_\_\_\_\_ by you? (make)
- Dr. Kim: No, I need you to build it. When can you start?
- Hai: Let's begin tomorrow.

3. Complete the dialogues. Use the words in the box.

easy/understand

dangerous/go

difficult/follow

hard/believe

important/wait

- a) Ba: Turn right, then left, then right and then left again.  
Nam: It's (0) *difficult to follow* your directions.  
Can you start again, please?
- b) Mr. Dao: Can you do the exercise, Hoa?  
Hoa: Yes, Mr. Dao. It's (1) \_\_\_\_\_.
- c) Lan: In the future, mankind might live on the moon.  
Nga: Really? It's (2) \_\_\_\_\_.
- d) Mrs. Thoa: Stop, Tuan! It's (3) \_\_\_\_\_ near the stove.  
Tuan: Sorry, Mom.
- e) Hoa: Should I stir the mixture, Aunt Thanh?  
Aunt Thanh: No. It's (4) \_\_\_\_\_ for five minutes.

4. Complete the letter. Use the correct forms of the verb *be* and the adjectives in the box.

happy      delighted      certain      relieved      sure      afraid

Dear Nam,

Your grandfather and I (0) *are delighted* that you passed your English exam. Congratulations!

Aunt Mai (1) \_\_\_\_\_ that you remembered her birthday last week. She told me you gave her a beautiful scarf.

I (2) \_\_\_\_\_ that your mother is feeling better. Please give her my love.

We're looking forward to seeing you in June. However, grandfather (3) \_\_\_\_\_ that the day is wrong. (4) \_\_\_\_\_ you \_\_\_\_\_ that you're arriving on Saturday 20th?

I (5) \_\_\_\_\_ that there are no trains from Ha Noi on Saturdays.

Write soon and confirm your arrival date and time.

Love,

Grandma

## UNIT 11

# TRAVELING AROUND VIET NAM

### GETTING STARTED.

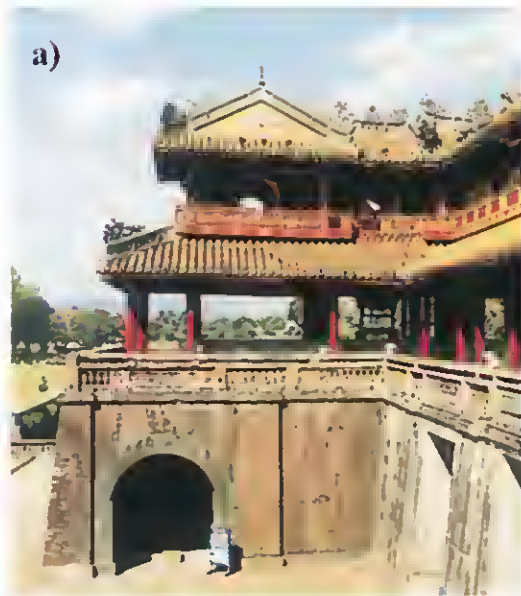
*Work with two classmates. Match the places of interest in Viet Nam with their names.*

1. The Temple of Literature

2. Ngo Mon (Gate)

3. Ha Long Bay

4. Nha Rong Harbor





**LISTEN AND READ.***Hoa meets Tim at the airport.***Tim:** Hoa, I'd like you to meet my parents and my sister, Shannon.**Hoa:** How do you do? Welcome to Viet Nam.**Mr. Jones:** Thank you. It's nice to meet you finally, Hoa.**Hoa:** Can I help you with your bags, Mrs. Jones?**Mrs. Jones:** Thank you. It's great to be in Viet Nam.**Hoa:** Would you mind sitting in the front seat of the taxi, Mr. Jones? I'd like to sit with Tim and Shannon.**Mr. Jones:** No problem. I prefer the front seat.**Mrs. Jones:** Are we far from Ha Noi?**Hoa:** It's about a 40-minute drive from the city center.**Tim:** Look, Shannon! I can see a boy riding a water buffalo.**Shannon:** Wow! This is very exciting. Are those rice paddies, Hoa?**Hoa:** Yes, and the crop over there is corn. On the left, you can see sugar canes.**Tim:** Would you mind if I took a photo?**Hoa:** Not at all. I'll ask the driver to stop the car.**1. Practice the dialogue in groups.****2. True or false? Check (✓) the boxes. Then correct the false sentences and write them in your exercise book.**

	<b>T</b>	<b>F</b>
a) This is the first time Hoa has met Tim's family.	<input type="checkbox"/>	<input type="checkbox"/>
b) Hoa helps Mrs. Jones with her luggage.	<input type="checkbox"/>	<input type="checkbox"/>
c) The Jones family is traveling from the airport in a bus.	<input type="checkbox"/>	<input type="checkbox"/>

d) Shannon has never seen rice paddies before.

☐ ☐

e) The car is traveling past farmland.

☐ ☐

f) Only rice and corn are grown around Ha Noi.

☐ ☐

## SPEAK.

*Use "mind" in requests.*

Request	Reply	
	✓	✗
• Do you mind <i>closing</i> the door?	• No, I don't mind.	• I'm sorry, I can't.
• Would you mind <i>opening</i> the window?	• No, of course not.	• I'm sorry, that is not possible.
• Do you mind if I <i>take</i> a photo?	• Not at all.	• I'd prefer you didn't.
• Would you mind if I <i>took</i> a photo?	• Please do.	• I'd rather you didn't.
	• Please go ahead.	

*Work with a partner. One of you is student A and the other is student B. Look at the information about your role and use it to make requests and suggestions.*



**Student A:** You are a tourist on vacation in Ho Chi Minh City. You want to visit these places: a market, the zoo, a museum, and a restaurant for lunch. Ask the tourist information officer to suggest where you could go. Use the expressions in the box to help you.



**Useful expressions:**

*Could you give me some information, please?*

*Would you mind if I asked you a question?*

*I want to visit a market. Could you suggest one?*

*Do you mind suggesting one?*

*That sounds interesting.*

*No. I don't want to go there.*

**Student B:** You are a tourist information officer at Saigon Tourist. A tourist is going to ask you for help. You should make suggestions about which places to visit. The following information will help you.

Markets	Museums
Thai Binh Market	History Museum
Ben Thanh Market	Open 8 am - 11.30 am, and 1 pm - 4 pm daily (except Monday)
Open approx. 5 am - 8 pm	Revolutionary Museum
	Open 8 am - 11.30 am, and 2 pm - 4.30 pm Tuesday through Sunday
Restaurants	
Cuong's Vegetarian Restaurant	
Good Food Vietnamese Restaurant	
Lucky's Ice-Cream Café	
Open approx. 11 am - 11 pm	
	<b>Zoo and Botanical Garden</b>
	Open 10 am - 6 pm
<b>Stamps and Coins Market</b>	
Open 10 am - 7 pm	

**Useful expressions:**

*Do you mind if I suggest one?*

*How about going to Thai Binh Market?*

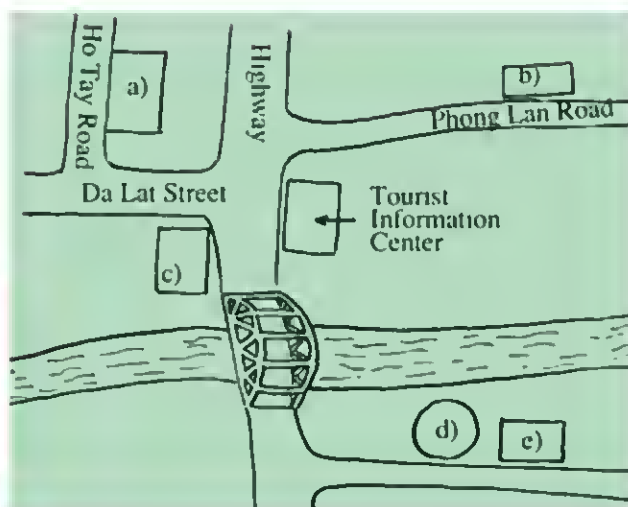
*I suggest going to Ben Thanh Market.*



## LISTEN.

Match the places in the box to their correct positions on the map.

- |               |              |
|---------------|--------------|
| - bus station | - pagoda     |
| - hotel       | - restaurant |
| - temple      |              |



## READ.

### Nha Trang

- Seaside resort

#### Sights

- Oceanic Institute
- giant Buddha
- offshore islands

#### Accommodation

- a small selection of hotels

#### Arrivals/Departures

- flights daily to Ho Chi Minh City except Monday
- flights to Ha Noi twice a week
- buses and trains to northern and southern destinations



### Du Lat

- known as the city of Eternal Spring

#### Sights

- waterfalls, lakes
- railway
- flower gardens

#### Accommodation

- many hotels, but difficult to find accommodation at busy times

#### Arrivals/Departures

- flights to and from Ho Chi Minh City three times a week
- buses and minibuses to Nha Trang and Ho Chi Minh City



### Sa Pa

- Mountainous resort

#### Sights

- tribal villages
- beautiful mountain slopes
- jungle streams

#### Accommodation

- some hotels and guest houses

#### Arrivals/Departures

- buses daily to Lao Cai Town
- trains daily from Lao Cai to Ha Noi



### Ha Long Bay

- recognized by UNESCO as a World Heritage Site

#### Sights

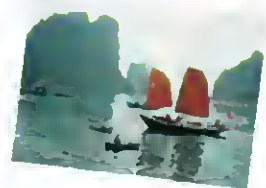
- magnificent caves
- beautiful limestone islands
- quiet sand beaches

#### Accommodation

- hotels and mini-hotels in Ha Long City and various islands
- low-priced guest houses in Ha Long City

#### Arrivals/Departures

- buses and trains daily to and from Hai Phong and Ha Noi



1. Check (✓) the topics mentioned in the brochures about the resorts.

	Nha Trang	Da Lat	Sa Pa	Ha Long Bay
caves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flights to Ha Noi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hotels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
local transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mini-hotels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mountain slopes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
railway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
restaurants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sand beaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tourist attractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
types of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
villages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
waterfalls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 2. Answer. Where should these people go?

These people want to spend their coming summer vacation in Viet Nam. Help them find a suitable place. Check (✓) the boxes.

	Nha Trang	Da Lat	Sa Pa	Ha Long Bay	Nha Rong Harbor
a) Andrew studies tribes around the world. He likes mountain-climbing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mary loves Viet Nam and she wants to travel by train to see as much of the country as possible. She also wants to visit an oceanic institute in Viet Nam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) John is interested in the history of Viet Nam. He wants to visit the place where President Ho Chi Minh left Viet Nam in 1911.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Joanne likes swimming and sunbathing. She has been to Viet Nam twice and she has visited Nha Trang already.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Donna is a florist. She has a flower shop in Los Angeles. She is thinking of importing flowers from Viet Nam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## WRITE .

Read the first part of a story about traveling around Viet Nam.

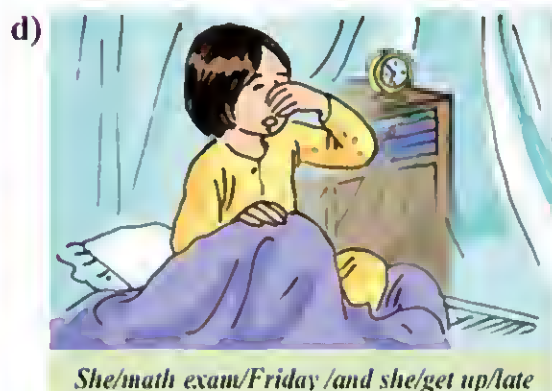
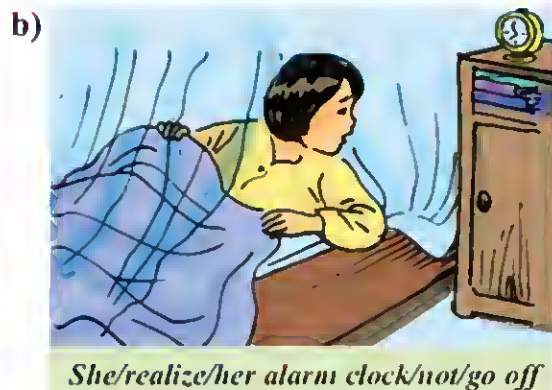
Last week, while on vacation in Da Lat, the Browns had quite an adventure. One afternoon, they decided to paddle around Xuan Huong Lake in a canoe. After hiring the canoe, the family climbed in and paddled out to the middle of the lake. Unfortunately, dark clouds soon appeared and it began to rain.

1. Now, put the sentences below in the correct chronological order to complete the story.

- a) The canoe moved up and down the water.
- b) A boat appeared and rescued them.
- c) The wind started to blow and the rain became heavier.
- d) She leaned over and tried to pick it up.
- e) The family was very lucky.
- f) The canoe overturned and everyone fell into the deep and dangerous water.
- g) Shannon dropped her paddle.

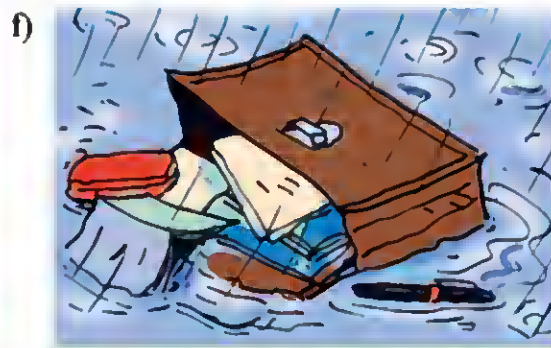
2. Put the events below in the correct chronological order and write the story. Start with the sentence below.

*Uyen had a day to remember last week.*





*As she/leaving/it/start/rain/heavily*



*schoolbag/pool/ and everything/get/wet*



*Luckily, Uyen/enough time/finish*



*Uyen/try/run/fast/she could*

## Language Focus

- -ed and -ing participles
- Requests with
  - Would/Do you mind if ... ?
  - Would/Do you mind + V-ing?

1. Look at the people in the schoolyard at Quang Trung School. Say who each person is.



*The boy reading a book is Ba.*



2. Look at this stall. Describe the goods for sale. Use the past participles of the verbs in the box.

wrap in

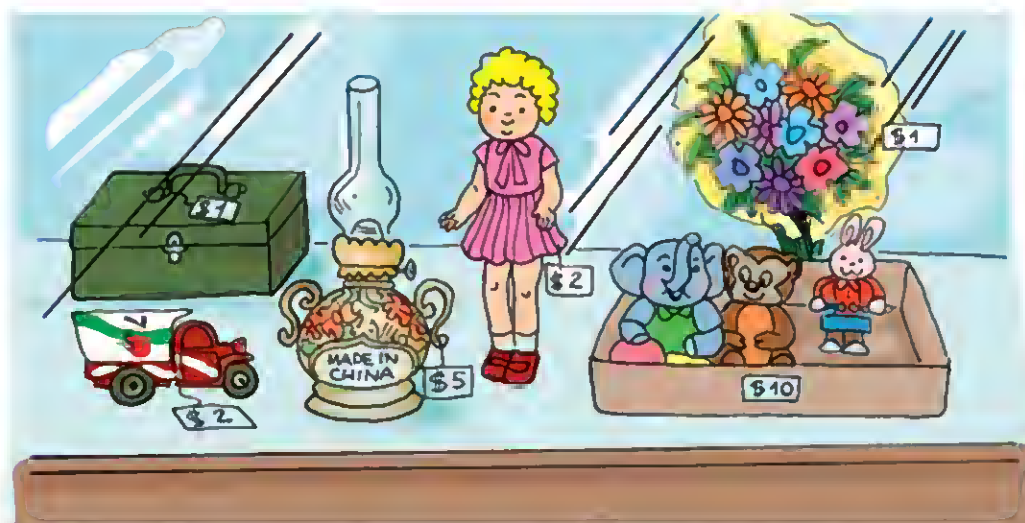
paint

make in

recycle from

dress in

keep in



*The old lamp made in China is five dollars.*

3. Work with a partner. Use these words to make and respond to requests. A check (✓) means agree to the request, a cross (X) means do not agree to the request.

a) move / car ✓

e) get / coffee X



*Would you mind moving your car?*



*No, of course not.*

b) put out / cigarette ✓

d) wait / moment X

4. Work with a partner. Look at the pictures. Ask questions and give suitable responses. The information on page 100 may help you.

a)



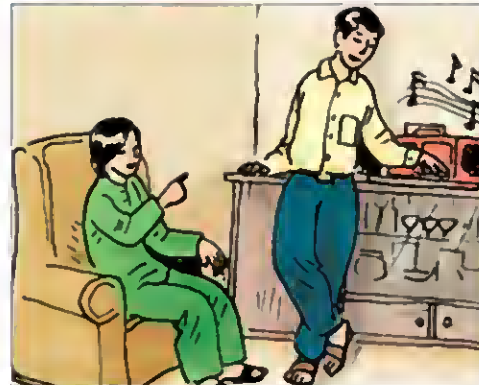
b)



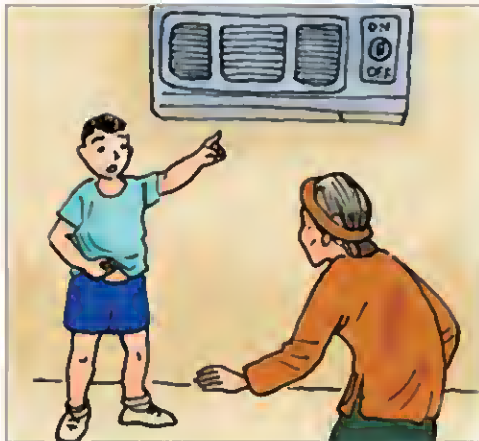
c)



d)



e)



f)



a) Request: Do you mind if I sit down?

Response: Please do.

b) Request: Would you mind if I smoked?

Response: I'd rather you didn't.



## UNIT 12

# A VACATION ABROAD

### GETTING STARTED.

*Work with a partner.*

Canada

Britain

Thailand

Australia

Japan

The United States of America

a)



b)



c)



d)



e)



f)



1. Match the names of the countries in the box with appropriate pictures/flags.

*Example: a) The United States of America.*

2. Tell your partner which country you would like to visit and why?

*Example:*

**A:** Which country do you want to visit?

**B:** I'd like to visit Australia.

**A:** Why?

**B:** Because Australian people are friendly.



## LISTEN AND READ.

**Mrs. Smith:** Hello.

**Mrs. Quyen:** Sandra, it's Quyen. I'm calling from Ha Noi.

**Mrs. Smith:** Hello, Quyen. This is a nice surprise!

**Mrs. Quyen:** Thanh and I are coming to San Francisco on Monday.

**Mrs. Smith:** That's wonderful! Would you like to come and stay with us while you're in town?

**Mrs. Quyen:** That's very kind of you, but we're coming on a tour. Our accommodation is included in the ticket price.

**Mrs. Smith:** Then you must come over for dinner one night.

**Mrs. Quyen:** Yes, we'd love to but we'll only be in town for three nights. We leave on the 28th.

**Mrs. Smith:** Are you free on Tuesday evening?

**Mrs. Quyen:** No, I'm going out that night, but I'm not busy the following evening.



**Mrs. Smith:** What about Thanh? Will he come with you?

**Mrs. Quyen:** No. Unfortunately, he has a business meeting in the evening.

**Mrs. Smith:** Oh dear. He's always working. Well, I'll pick you up at your hotel. Shall we say seven o'clock?

**Mrs. Quyen:** That sounds fine. Thanks, Sandra. See you then.

**Mrs. Smith:** Bye.

### 1. Complete Mrs. Quyen's schedule.

DATE	Monday 25	Tuesday 26	Wednesday 27	Thursday 28
SCHEDULE	Coming to San Francisco			

### 2. Answer the following questions.

- Will Mrs. Quyen and her husband stay at Mrs. Smith's house? Why? Why not?
- Will Mrs. Quyen's husband have dinner with the Smiths? Why (not) ?
- How will Mrs. Quyen go to Mrs. Smith's house?

### SPEAK .

*Work in pairs. Complete your itinerary. Use the brochures and flight information.*

**A:** Where shall we stay?

**B:** The Revere Hotel is expensive but it has a gym.

**A:** What time should we leave Los Angeles?

**B:** There's a daily flight at 10 am. Would that be OK?

Depart Los Angeles: \_\_\_\_\_

Arrive Boston: \_\_\_\_\_

Accommodation: \_\_\_\_\_

Sightseeing: \_\_\_\_\_

Depart Boston: *Flight 710 at 10.00 on Thursday, 22*

From Los Angeles		To Boston (+3 hours)		
Days	Departure	Arrival	Flight	Via
Mon - Sun	10.00	4.00	835	Chicago
Mon, Wed, Fri	23.00	5.00	21	_____
Mon, Sat, Sun	14.00	20.00	942	_____
Mon - Sun	11.00	18.00	45	Detroit, Philadelphia

### ***Revere Hotel***

***Tel:*** 476 9876     ***Fax:*** 473 1944

***Rates per night:*** \$50 - \$80, single  
\$150 - \$180, double

***Facilities:*** restaurants, swimming-pool,  
shops, gym, business center

### ***Atlantic Hotel***

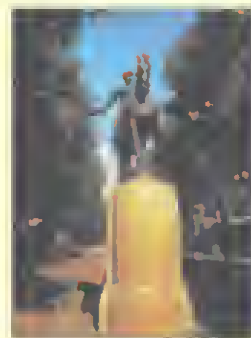
***Tel:*** 473 0097     ***Fax:*** 472 6464

***Rates per night:*** \$35 - \$60, single  
\$60 - \$100, double

***Facilities:*** restaurant, swimming-pool,  
shops

### ***Tourist Information***

- \* *Paul Revere's House*
- \* *Boston University and Harvard Medical School*
- \* *Museums and art galleries*
- \* *Delicious seafood*



**LISTEN.**

*Listen to the weather reports. Then fill in the blanks in the table with the information you hear. The words in the boxes may help you.*

*Weather*

cloudy      cold      cool      dry      fine      humid  
rainy      snowy      sunny      warm      wet      windy

*Temperature*

**Low:** minus five degrees (Centigrade) ( $-5^{\circ}\text{C}$ ), zero degree ( $0^{\circ}\text{C}$ ), three degrees ( $3^{\circ}\text{C}$ ), etc.

**High:** twenty-two degrees (Centigrade) ( $22^{\circ}\text{C}$ ), thirty degrees ( $30^{\circ}\text{C}$ ), thirty-two degrees ( $32^{\circ}\text{C}$ ), etc.

City	Weather	Temperature	
		Low	High
1. Sydney	__ dry __ , __ windy __	_____	__ 26 __
2. Tokyo	_____ , _____	__ 15 __	_____
3. London	_____ , __ cold __	_____	_____
4. Bangkok	__ warm __ , _____	_____	_____
5. New York	_____ , _____	_____	__ 15 __
6. Paris	_____ , _____	__ 10 __	_____

## READ.

*Read these postcards from Mrs. Quyen to her children.*

*We went swimming at Waikiki Beach as soon as we arrived on the Hawaiian island of Oahu. We took a small plane to Kilauea Volcano this afternoon. The lava was pouring out when we flew overhead. It was very exciting.*



*Today we went on an eight-hour tour which included Fisherman's Wharf, the Napa Valley wine-growing area, and the famous prison on the island of Alcatraz in the middle of San Francisco Bay.*



*This is a picture of Mount Rushmore where the heads of four American presidents are carved into the rock. Mount Rushmore can be seen from more than 100 kilometers away.*







*Chicago is often called "The Windy City". It's situated right on the shore of Lake Michigan, one of the Great Lakes.*

*Yesterday, while Dad was visiting the Statue of Liberty and the Empire State Building, I went shopping. I bought lots of souvenirs of our trip.*



**1. Write what Mrs. Quyen did and saw in each of these places.**

Place	What she did and saw
a. Hawaii	went swimming, visited Kilauea Volcano
b. New York	
c. Chicago	
d. Mount Rushmore	
e. San Francisco	

## 2. Answer the following questions.

- a) How did Mrs. Quyen go to Kilauea Volcano?
- b) Where in San Francisco did Mrs. Quyen see the famous prison?
- c) What is special about Mount Rushmore?
- d) What is the other name of Chicago?
- e) What did Mrs. Quyen do while her husband was visiting the Statue of Liberty?

## WRITE .

### 1. Complete the postcard Mrs. Quyen sent from the USA.

Dear Sally,

We are having a wonderful time (1)\_\_\_\_\_ the USA. The (2)\_\_\_\_\_ are friendly and the (3)\_\_\_\_\_ has been warm and sunny.

In San Francisco, I (4)\_\_\_\_\_ my friend, Sandra Smith and (5)\_\_\_\_\_ family. It was (6)\_\_\_\_\_ to see them.

I (7)\_\_\_\_\_ lots of souvenirs (8)\_\_\_\_\_ the children. Thanh is always complaining about the (9)\_\_\_\_\_ of my suitcase.

See you (10)\_\_\_\_\_.

Love,

Quyen

### 2. Imagine you are a tourist on vacation in a certain place/city in Viet Nam. Write a postcard to a friend about your trip. You need to cover the information about:

- place: name of the place you visit.
- how you feel about the people: friendly, hospitable, helpful, etc.
- what the weather is like: warm, cold, windy, sunny, etc.
- who you meet/see: old friends, teachers, neighbors, relatives, etc.
- what you see: museums, libraries, parks, zoos, etc.
- what you buy: souvenirs, books, photos, postcards, etc.

## Language Focus

- Past progressive
- Past progressive with *when* and *while*
- Progressive tenses with *always*

1. Look at the pictures. Say what each person was doing at eight o'clock last night.

*a) Ba was taking a shower at eight o'clock last night.*

a)



Ba

b)



Hoa

c)



Bao

d)



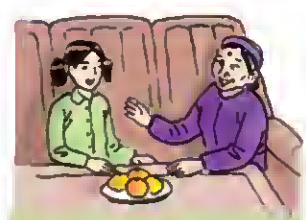
Nga

e)



Na

f)



Lan

2. Look at the pictures. Then match the half-sentences in column A to those in Column B. Write the full sentences in your exercise book.

*a) The Le family was sleeping when the mailman came.*

a)



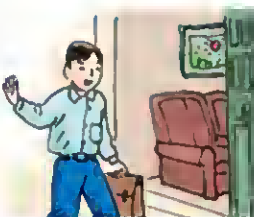
b)



c)



d)



e)



f)



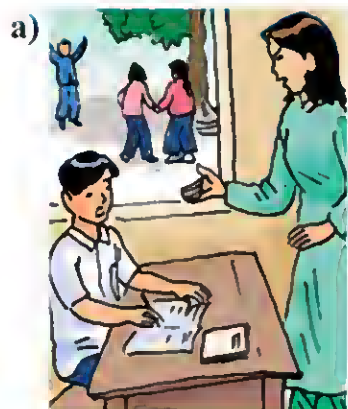
A

- a. The Le family was sleeping
- b. While Hoa was eating,
- c. When Nam won the race,
- d. Mrs. Thoa was cooking
- e. When Lan arrived at school,
- f. It was raining

B

- A. when the plane got to Ha Noi.
- B. when Tuan arrived home.
- C. when the mailman came.
- D. the school drum was sounding.
- E. the crowd was cheering.
- F. the phone rang.

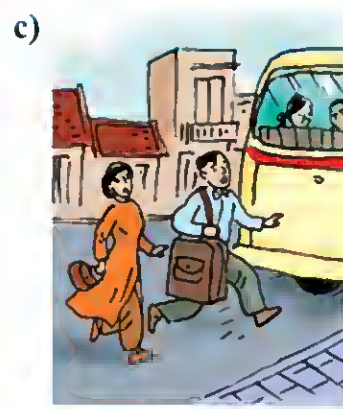
3. Look at the pictures. Write the sentences. Say what the people are always doing.



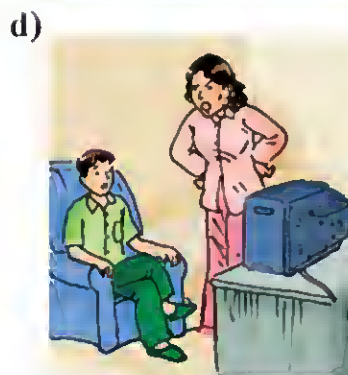
Bao/  
forget/homework



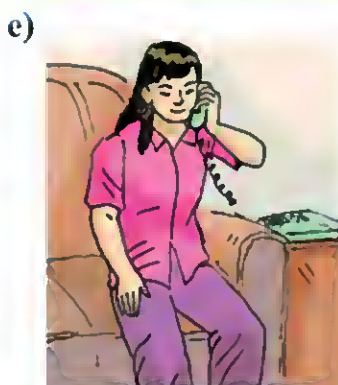
Mrs.Nga/  
lose/umbrella



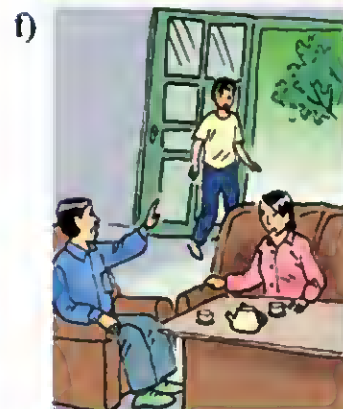
Mr. and Mrs.Thanh/  
miss/bus



Nam/watch/TV



Na/talk/phone



Liem/go/out

a) Bao is always forgetting his homework.



# UNIT 13

## FESTIVALS

### GETTING STARTED.

*Work with a partner. Where should these people go on their visits to Viet Nam? Why?*

1. Tom likes swimming and sunbathing.
2. David is interested in ancient cities.
3. Huckleberry likes mountain-climbing.
4. Oliver is keen on pottery.
5. Robinson is fond of crowded places.



### LISTEN AND READ.

**Liz:** Thanks for inviting me to the rice-cooking festival, Ba. Can you explain what is happening?

**Ba:** Sure. There are three competitions: water-fetching, fire-making and rice-cooking.

**Liz:** Where does the water come from?

**Ba:** There's a river about one kilometer away. One person from each team has to run to the river. There are four bottles of water on the river bank and each runner must take a bottle and return to the starting position.

**Liz:** That man seems upset. What did he just yell?



- Ba:** He urged his teammate to run faster.
- Liz:** What's special about the fire-making contest?
- Ba:** The fire is made in the traditional way. Two team members try to make a fire by rubbing pieces of bamboo together. The winners are the first ones to make a fire.
- Liz:** I'm interested in the rice-cooking contest, too.
- Ba:** Six people from each team participate in this event. They have to separate the rice from the husk and then cook the rice.
- Liz:** How do they decide who wins the contest?
- Ba:** The judges try the finished products and the most delicious rice is the winner. Then all the points are added and the grand prize is awarded.
- Liz:** Is that what is happening now?
- Ba:** The council leader just said that he was pleased to award the prize to the Thon Tricu team.

**1. Practice the dialogue with a partner.**

**2. True or false? Check (✓) the boxes. Then correct the false sentences and write them in your exercise book.**

	T	F
a) Two team members take part in the water-fetching contests.	<input type="checkbox"/>	<input type="checkbox"/>
b) One person has to collect four water bottles.	<input type="checkbox"/>	<input type="checkbox"/>
c) The fire is made without matches or lighters.	<input type="checkbox"/>	<input type="checkbox"/>
d) Pieces of wood are used to make the fire.	<input type="checkbox"/>	<input type="checkbox"/>
e) In the final contest, the team members taste the rice.	<input type="checkbox"/>	<input type="checkbox"/>
f) The grand prize is given to the team with the most points.	<input type="checkbox"/>	<input type="checkbox"/>



**SPEAK .**

1. Work with a partner. Mrs. Quyen is talking to Lan about their preparations for Tet. Put their sentences in the correct order. Start like this:

**MRS. QUYEN**

- A. Have you tidied the bedrooms?
- B. Not really. But I want our house to look nice at the festival.
- C. To the market. I have to buy some oranges and some pomegranates.
- D. Sure. I will.
- E. That's very good. Bye-bye, Sweetie.

A. Have you tidied the bedrooms?

F. Yes, I have. Where are you going, Mom?

**LAN**

- F. Yes, I have. Where are you going, Mom?
- G. Mom, I know what to do now. I'll clean all the glass windows.
- H. Could you collect my new *ao dai* at the tailor round the corner?
- I. Bye, Mom.
- J. Thanks, Mom. Is there anything you want me to do while you're out?

2. Now make up your own dialogue. Talk about preparations for another festival. The list below will help you.

- a village festival
- a school festival
- a spring festival
- a harvest festival
- a flower festival

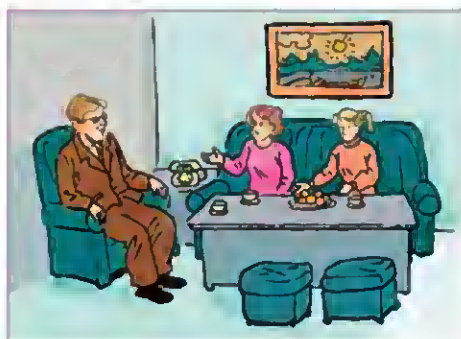


## LISTEN.

### 1. Listen to the conversation and fill in the gaps.

*The Robinson family are making preparations for Tet.*

- a) Mrs. Robinson wants \_\_\_\_\_ to go to the \_\_\_\_\_.
- b) Mrs. Robinson wants some marigolds because they are \_\_\_\_\_ at Tet.
- c) Mrs. Robinson wants Liz to buy a packet of \_\_\_\_\_.
- d) Mrs. Robinson is asking Mrs. Nga how to \_\_\_\_\_ spring rolls.



### 2. Complete the notes.

#### Things to do

Mr. Robinson: \_\_\_\_\_

Liz: \_\_\_\_\_

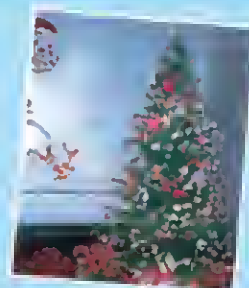
Mrs. Robinson: \_\_\_\_\_

## READ.

Christmas is an important festival in many countries around the world.

### *The Christmas Tree*

One Christmas Eve in the early 1500s, some people decorated a tree and put it in the market place in the Latvian city of Riga. This custom spread throughout Europe, and finally to America in the 1800s.



## The Christmas Card

In the mid-nineteenth century, an Englishman wanted to send Christmas greetings to his friends, so he had someone design a card. Forty years later, cards were a part of the Christmas tradition.



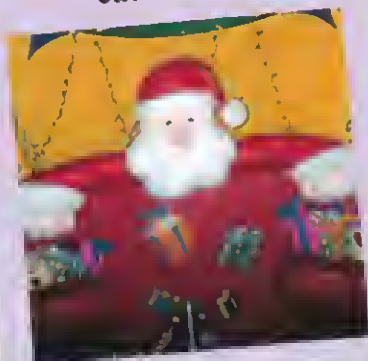
## Christmas Carols

Eight hundred years ago, Christmas songs were performed for people in towns and villages. These songs were stories put to music and most people enjoyed them. The leaders of the Church, however, did not. They said the songs were unsuitable, but about 180 years ago, the songs became popular again.



## Santa Claus

In 1823, the patron saint of children, Saint Nicholas appeared in a poem called *A Visit From Saint Nicholas*. The character in the poem was a fat jolly man who wore a red suit and gave children presents on Christmas Eve. The poem, which was written by Clement Clarke Moore, an American professor, became popular in the USA. Santa Claus is based on the description of Saint Nicholas in this poem.



1. Complete the table.

Christmas Specials	Place of origin	Date
	<i>Riga</i>	<i>mid-19th century</i>
<i>Christmas carols</i>		
	<i>USA</i>	

2. Answer the questions.

- a) How long ago did the Christmas tree come to the USA?
- b) Why did the Englishman have someone design a card?
- c) When were Christmas songs first performed?
- d) Who wrote the poem *A Visit from Saint Nicholas*?
- e) What is Santa Claus based on?

WRITE .

1. Use the information in the dialogue on page 121 to fill in the gaps in this report.



### The Rice-cooking Festival

*by Festival Concilor Pham Phuong Linh*

This report shows how the (1) \_\_\_\_\_ festival was held.

The festival was held in the communal house yard about (2) \_\_\_\_\_ kilometer away from a river. There were three competitions: (3) \_\_\_\_\_, fire-making and rice-cooking. The festival took one day.

In the water-fetching contest one person from each team had to (4) \_\_\_\_\_ to the river to get the (5) \_\_\_\_\_.

In the fire-making contest two team members had to make a fire in the (6) \_\_\_\_\_ way. They tried to rub pieces of (7) \_\_\_\_\_ together to make the fire.

(8) \_\_\_\_\_ people from each team took part in the rice-cooking contest. They had to (9) \_\_\_\_\_ the rice from the husk and then cook the rice.

After the three contests, all the points were (10) \_\_\_\_\_ and the Thon Tricu group won the grand prize. The festival was wonderful.

**2. Write a similar report on a festival you joined recently. The answers to the questions below can help you.**

- a) What is the name of the festival?
- b) Where was the festival held?
- c) How long did the festival last?
- d) How many activities were there? Were there any competitions?
- e) How were the activities organized?
- f) How many people took part in each activity?
- g) What did you think about the festival?



## Language Focus

- **Passive form:** be + past participle
- **Compound words:** *rice-cooking, fire-making*, etc.
- **Reported speech**

1. Complete the sentences. Use the passive forms of the verbs in the box. Decide whether the time is past, present or future.

put    make    perform    write    hold    award    decorate

- a) Christmas songs \_\_\_\_\_ for people in towns and villages eight hundred years ago.
- b) On Christmas Eve in the early 1500s, a tree \_\_\_\_\_ and \_\_\_\_\_ in the market place in the Latvian city of Riga.
- c) In the rice-cooking festival, a fire \_\_\_\_\_ in the traditional way.
- d) An English-speaking contest \_\_\_\_\_ at Nguyen Hue School next month.
- e) The first prize \_\_\_\_\_ to the Mekong Team just after the final match yesterday.
- f) The Christmas carol "*Silent Night, Holy Night*" \_\_\_\_\_ in Austria by Franz Gruber in the 19th century.

2. Complete the conversation. Use the verbs in the box.

break (2)    jumble    scatter    pull

*Hanh and her mother have just got home from the market.*

**Hanh:** Mom! Something has happened to our kitchen.

**Mrs. Thanh:** What's wrong?





**Hanh:** Mom! Look. The cupboard is open and everything has been (1)\_\_\_\_\_.

**Mrs. Thanh:** Oh, no. The jar I like has been (2) \_\_\_\_\_.

**Hanh:** Many bowls and dishes have been (3) \_\_\_\_\_, too. And look at this, Mom. The dried mushrooms have been (4)\_\_\_\_\_ all over the floor.

**Mrs. Thanh:** And where is the pan of fish I left on the stove?

**Hanh:** Here it is. It has been (5)\_\_\_\_\_ into the sink. The fish has gone.

**Mrs. Thanh:** Who has done all this?

**Hanh:** Mom, it must have been the cat!

3. Rewrite the sentences in your exercise book. Use a compound word in your sentences.

Example:

It is a contest in which participants have to cook rice.

=> It's a rice-cooking contest.

- a) It is a contest in which participants have to make a fire.
- b) It is a festival in which people have their bulls fight against each other.
- c) The United States has a big industry that makes cars.
- d) Last week Tran Hung Dao School held a contest in which students arranged flowers as attractively as they could.
- e) Viet Nam is a country which exports a lot of rice.
- f) This is a machine which is used to wash clothes.

4. Yesterday Lan's grandmother, Mrs. Thu, needed a plumber. A man came to her door. Report what the man told Mrs. Thu.

Example:

- a) "I'm a plumber."

*He said he was a plumber.*

- b) "I can fix the faucets."
- c) "The pipes are broken."
- d) "New pipes are very expensive."
- e) "You must pay me now."



## UNIT 14

# WONDERS OF THE WORLD

### GETTING STARTED.

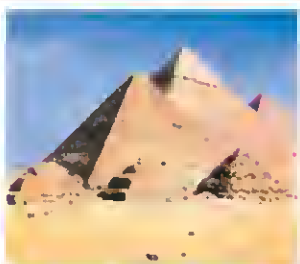
*Match the names of these famous world landmarks to the correct pictures.*

Stonehenge

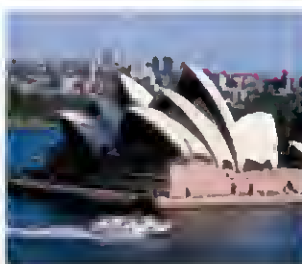
The Pyramids

Sydney Opera House

a)



b)



c)



### LISTEN AND READ.

**Hoa:** I'm bored. Let's play a game.

**Nhi:** What shall we play?

**Nga:** We can play *20 Questions*.

**Nhi:** What's that? I don't know how to play it.

**Nga:** It's a guessing game. I think of a famous person or place.  
Then you have to ask me questions to find out who or what it is.

**Hoa:** It sounds very easy. How does it work?

**Nga:** I can only answer 'yes' or 'no', and you can only ask  
20 questions.

**Hoa:** What happens if we can't guess the correct answer?

**Nga:** I win.

**Hoa:** All right. You go first, Nga.

**Nga:** OK. You might know this place. I'll give you a clue.  
It isn't in Viet Nam.

**Hoa:** Is it in Asia?

**Nga:** No.

**Nhi:** Is it in America?

**Nga:** Yes.

**Nhi:** Is it in New York?

**Nga:** Yes.

**Hoa:** I know. It's the Golden Gate Bridge!

**Nga:** No. The Golden Gate Bridge isn't in New York!  
It's in San Francisco.

**Nhi:** I think the answer is the Statue of Liberty.

**Nga:** You're right, Nhi.

**1. Practice the dialogue with two classmates.**

**2. Complete the summary. Use words from the dialogue.**

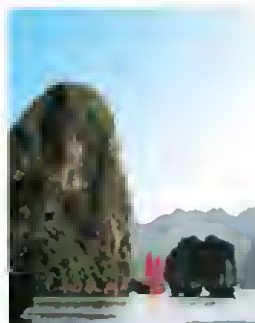
Hoa, Nga and her cousin Nhi were bored, so Nga suggested that they play a (1)\_\_\_\_\_ called *20 Questions*. She explained the rules and then the girls started to play. Nga thought of a (2)\_\_\_\_\_ and she gave the others a (3)\_\_\_\_\_ by saying that it wasn't in (4)\_\_\_\_\_. Nhi found out the place was in (5)\_\_\_\_\_. Hoa thought it was the (6)\_\_\_\_\_ Gate Bridge, but that is in San Francisco. Nhi was (7)\_\_\_\_\_ when she said it (8)\_\_\_\_\_ the Statue of Liberty.

## **SPEAK .**

**1. Think of 10 famous places. You may use the names of places listed in the box or you can use your own ideas. Write a Yes/No question about each place. Ask and answer the questions with a partner.**

	Yes	No
Is Phong Nha Cave in southern Viet Nam?		✓
Is PETRONAS Twin Towers the tallest building in the world?		✓
Is the Great Barrier Reef a World Heritage Site?	✓	

Great Wall of China  
 Empire State Building USA  
 PETRONAS Twin Towers  
 Great Barrier Reef  
 Hue Citadel  
 Ha Long Bay  
 Phong Nha Cave  
 Eiffel Tower  
 Mount Everest  
 Big Ben



**2. Talk about your classmates' answers with your partner.**

- I asked Hoa if Phong Nha Cave was in Southern Viet Nam. She said that it wasn't.
- I asked Nga whether PETRONAS Twin Towers in Malaysia was the highest building in the world. She said that it wasn't.



**LISTEN.**

*There are four mistakes in this advertisement. Listen to the tape. Correct the mistakes and copy the paragraph into your exercise book.*

*Do you want a quiet, relaxing vacation?*

Look no further than beautiful southern Queensland. Stay right on the beach at the Coconut Palm Inn. Take guided tours through the jungle, swim in the crystal-clear water of the Coral Sea and snorkel amongst the coral of the Great Barrier Reef Marine Park - a World Heritage Site.

Call (077) 6824 3927 for more information.





## READ.

Centuries ago in Ancient Greece, a man by the name of Antipater of Sidon compiled a list of what he thought were the seven wonders of the world. The seven included the Hanging Gardens of Babylon in present-day Iraq, the Statue of Zeus in Greece, and the Pyramid of Cheops in Egypt. The pyramid is the only wonder you can still see today.

Many people claim that there were other wonders, which the ancient Greeks knew nothing about. These include the Great Wall of China, the Taj Mahal in India and Angkor Wat in Cambodia.

Angkor Wat should really be known as a wonder because it is the largest temple in the world. The temple was built around the year 1100 to honor a Hindu God, but over the next three centuries it became a Buddhist religious center. The area surrounding the temple, Angkor Thom, used to be the royal capital city.

In the early 15th century, the Khmer rulers moved to Phnom Penh and Angkor was quiet. It now is a famous tourist attraction.

### *Complete the sentences.*

- a) The only surviving wonder on Antipater's list is \_\_\_\_\_.  
A. the Great Wall of China    C. the Pyramid of Cheops  
B. the Statue of Zeus        D. Angkor Wat
- b) Angkor Wat was originally built for \_\_\_\_\_.  
A. Hindus                            C. kings  
B. Buddhists                        D. the citizens of Phnom Penh
- c) Angkor Wat \_\_\_\_\_.  
A. was a small temple  
B. is one of the seven wonders of the world  
C. is a pyramid  
D. was part of a royal Khmer city a long time ago
- d) In the 1400s, the Khmer King \_\_\_\_\_.  
A. built Angkor Wat  
B. chose Phnom Penh as the new capital  
C. turned Angkor Wat into a Buddhist center  
D. moved the temple to Phnom Penh



**WRITE .**

- 1. Complete the letter Tim sent to Hoa about his trip to the Grand Canyon. Insert the letters of the missing sentences.**

May 29, 2003

Dear Hoa,

How are you? (1). **C**

My class has just returned from a trip to the Grand Canyon in Arizona. (2)\_\_\_\_\_. We spent a week there and I didn't want to leave.

Although it was summer, it was quite cool at night because the area is more than 2,000 meters above sea level.

On our first day, a park ranger led us on a guided hike along the edge of the canyon. He talked about the history of the area. (3)\_\_\_\_\_.

(4)\_\_\_\_\_. What do you plan to do during the summer vacation? Write to me after your exams.

Your friend,

Tim

- A. That's all I have time to tell you about.
  - B. The Canyon is part of Grand Canyon National Park and it was formed by the Colorado River over millions of years.
  - C. I hope you are studying hard for your exams next week.
  - D. He also talked about the original inhabitants who lived there during the Stone Age.
- 2. Write a letter to a friend. Tell him/her about a place you have visited recently. Use the following prompts to help you.**

Place: Cuc Phuong National Park (Phong Nha Cave / Ha Long Bay, etc.)

Distance from your city / home: 100 km / 300 km / 12 hours by train / by coach, etc.

How to get there: by bus / train / airplane, etc.

Sights: beautiful / magnificent / breathtaking, etc.

Weather: temperate / sunny / cool / windy, etc.

How you feel: happy / excited / relaxed, etc.

## Language focus

- Passive forms
- Indirect questions with *if* and *whether*
- Question words before *to* - *infinitives*
- verb + *to* - *infinitive*

1. Complete the sentences. Use the passive form of the verbs in the box.

construct

reach

present

complete

design

- Sydney Opera House *was completed* in 1973.
- The first and longest section of the Great Wall of China \_\_\_\_\_ between 221 and 204 BC.
- The Eiffel Tower \_\_\_\_\_ by the French civil engineer Alexander Gustave Eiffel for the Paris World's Fair of 1889.
- The Statue of Liberty \_\_\_\_\_ to the United States by France in 1876.
- The summit of Mount Everest \_\_\_\_\_ by two members of a British expedition and a Nepalese guide on May 29, 1953.

2. Yesterday, Nga and Nhi talked about *My Son*, one of the *World Cultural Heritages of Viet Nam*. Report the questions Nhi asked Nga.

*Example:*

- a) Do you know *My Son*, Nga?

*Nhi asked Nga if she knew My Son.*

Or *Nhi asked Nga whether she knew My Son.*

- Is it far from Ha Noi?
- Is *My Son* in Quang Nam province?
- Do many people live at *My Son*?

- e) Do many tourists visit My Son every year?
- f) Do you want to visit My Son one day?

3. Nga answered Nhi's questions. She then gave Nhi some additional information. Use the words to write about the information that Nga gave to Nhi.

- a) tell / how / go there  
*Nga told Nhi how to go there.*
- b) show / where / get tickets
- c) point out / where / buy souvenirs
- d) advise / how / go from My Son to Hoi An
- e) tell / what / do there during the visit

4. Complete the passage. Use either the *to-infinitive* or the *bare infinitive* form of the verbs in brackets.

Nhi and her parents are visiting Hoi An and My Son. They are staying at a hotel near Cua Dai. Early this morning, Nhi decided (0) *to go* (go) for a run. She left the hotel and started (1) \_\_\_\_\_ (jog) in the direction of Cua Dai beach. She thought she might (2) \_\_\_\_\_ (go) along the beach for 20 minutes before heading for the hotel. Unfortunately, after 10 minutes, dark clouds began (3) \_\_\_\_\_ (gather) and it started (4) \_\_\_\_\_ (rain). Nhi tried (5) \_\_\_\_\_ (reach) a shelter, but within a few seconds she was completely wet. So she decided (6) \_\_\_\_\_ (continue) her run because she couldn't (7) \_\_\_\_\_ (get) wetter!

# UNIT 15

## COMPUTERS

### GETTING STARTED.

*Work with your partner. Make a list of how computers can help us.*

- Computers save time.

-  
-  
-  
-



### LISTEN AND READ.

**Nam:** Dad, the printer isn't working.

**Mr. Nhat:** It is new. There shouldn't be anything wrong with it. Have you turned it on yet?

**Nam:** Yes, I have already done it.

**Mr. Nhat:** Have you connected it properly?

**Nam:** Oh, Dad. I know how to connect a printer.

**Mr. Nhat:** Has the plug come out of the socket?

**Nam:** No, it's OK.

**Mr. Nhat:** I have no idea what the problem is. This manual isn't very helpful.

**Nam:** Can you call the store you bought it from?

**Mr. Nhat:** I can, but I bought it in Ho Chi Minh City. I don't know what they can do. However, it's under guarantee so the company should do something with it.

**Nam:** Let's phone them now.



1. Practice the dialogue with a partner.
2. Fact or opinion? Check (✓) the boxes.

	Fact	Opinion
a) The printer isn't working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) There shouldn't be anything wrong with it.	<input type="checkbox"/>	<input type="checkbox"/>
c) I know how to connect a printer.	<input type="checkbox"/>	<input type="checkbox"/>
d) The manual isn't very helpful.	<input type="checkbox"/>	<input type="checkbox"/>
e) I bought it in Ho Chi Minh City.	<input type="checkbox"/>	<input type="checkbox"/>
f) I don't know what they can do.	<input type="checkbox"/>	<input type="checkbox"/>

**SPEAK .**

1. Work with a partner. Look at the table and the pictures. Take turns to express and respond to opinions about the activities in the pictures.

*I think computers are useful.*

*So do I.*

*I disagree. I think they are unnecessary.*

a)



b)



c)



d)





difficult	boring	delicious	interesting
entertaining	unhealthy	challenging	easy
amusing	time-consuming	fun	dangerous

Opinions	Agreement	Degree of agreement	Disagreement
I like ... I don't like ... I think ... I feel ... I don't believe ...	So do I. I agree. You're right. Neither do I.	I agree, but ... Yes, but on the other hand ...	I disagree. I can't agree with you. No, I think ...

## 2. Read the dialogue.

**Lan:** I am having problems with my computer.  
**Ba:** What's wrong?  
**Lan:** It doesn't work. I think it's broken.  
**Ba:** No. You didn't plug it in!  
**Lan:** Oh! Sorry.



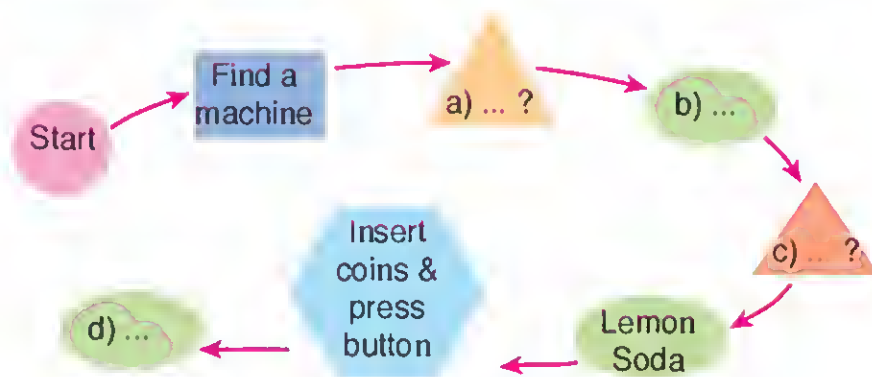
Now make similar dialogues about these items. Use the information in the table in exercise 1.

Item	Problem	Solution
printer	won't print	turn it on
monitor	screen is too dark	adjust the knob
mouse	doesn't work	check the plug



**LISTEN.**

*Copy the flow chart into your exercise book. Then listen and complete it.*

**READ.**

A new university without a library has recently opened in the USA. All the information normally found in a library is now stored in the university's computers. Without leaving their computers, users can send messages and receive information through telephone lines. However, this means that each student must have access to a computer, and many universities are making this a requirement for freshmen. College campuses now have computer jacks in every part of the university. Study is no longer restricted to just one location.

Computer bulletin boards are used in the same way as traditional ones in schools and colleges. The difference is that over 20 million people may have access to them. If students want to discuss math at 3 am, it's not a problem. They post messages on the bulletin board and find other people who want to talk about the same topic.

Technology now means students can get a degree without being on campus. There are people who are skeptical about this new method of education, but their concerns have had little impact.

**1. True or false? Check (✓) the boxes.**

a) There is a new university without a library in the USA recently.

T



F



b) Users can send and receive messages by using computers.



- |  |                          |                          |
|--|--------------------------|--------------------------|
| c) First-year students in many universities are required to have access to a computer.     | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Students have to go to computer rooms to connect their computers to the computer jacks. | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Computer bulletin boards are the same as the traditional ones.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Not all people think positively about the new method of study off campus.               | <input type="checkbox"/> | <input type="checkbox"/> |

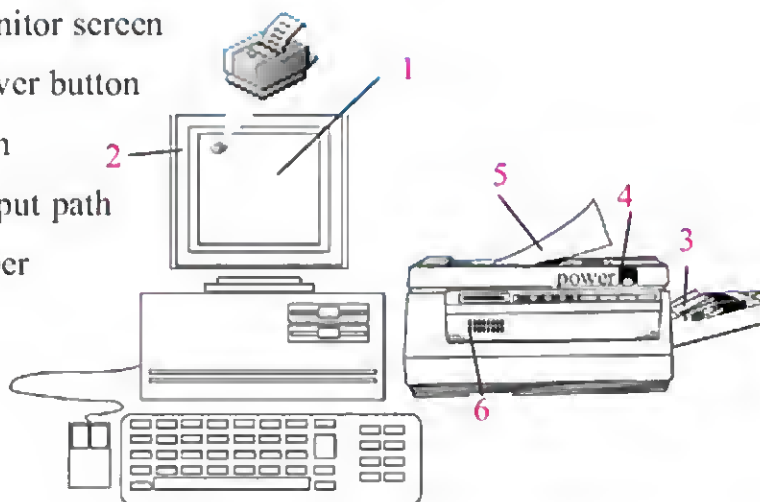
## 2. Answer.

- What makes the new university different from others?
- What type of information is available through the computer?
- What type of equipment is necessary for first-year students?
- What is the difference between a traditional bulletin board and the one on the internet?
- Would you like to complete a college degree from home? Why/Why not?

## WRITE.

### 1. Match the words with the numbers in the picture.

- ..... paper input tray
- ..... monitor screen
- ..... power button
- ..... icon
- ..... output path
- ..... paper



2. Look at the pictures and the words. Write the instructions on how to use the printer.

Plug in the printer and turn on the power.



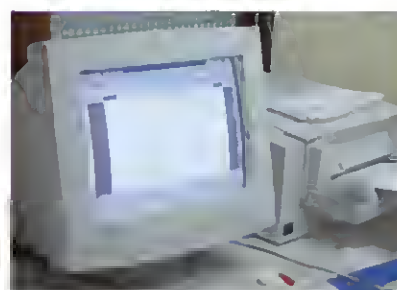
Remove / old paper / load / new paper / input tray.



Wait / power button / flash.



Have / pages / appear / computer screen.



Click / icon / the screen / wait / a few seconds.

The printed paper will come out of the output path in a minute.



## Language Focus

- Present perfect with *yet* and *already*
- Comparison of present perfect and past simple

1. Ba's mother has just been back from the market. She wanted him to do some housework while she was at the market. Ba made notes in his diary and checked (✓) the work he has done. Look at Ba's diary and complete the dialogue using YET and ALREADY.

Do homework	✓
Tidy the room	×
Turn off the washing machine	✓
Call and tell Aunt Le to have lunch	✓

- Ba's mother :** Have you finished your homework yet, Ba?
- Ba :** Yes, \_\_\_\_\_, Mom.
- Ba's mother :** Good. What about your room? Is it tidied now?
- Ba :** I'm sorry, Mom. \_\_\_\_\_.
- Ba's mother :** Bad boy, Ba. And the washing machine! Have you turned it off yet?
- Ba :** Don't worry, Mom. \_\_\_\_\_.
- Ba's mother :** Have you called and told Aunt Le to have lunch with us today?
- Ba :** Yes. \_\_\_\_\_, and she said she would come.

2. Work with a partner. Ask and answer questions about the flights.

- |   |  |
|---|--|
| - Has the flight to Vientiane departed yet? | - Has the flight from Los Angeles arrived yet? |
| - Yes. It has already departed.             | - No. It hasn't arrived yet.                   |

### DEPARTURES

Flight	To	Time	Status
VN 34	Vientiane	7.25	Departed
CX 802	Hong Kong	7.45	
AF 19	Paris	7.50	
TG 109	Bangkok	7.55	
GS 05	Singapore	8.15	

### ARRIVALS

Flight	To	Time	Status
VN 888	Los Angeles	6.55	Arrived
PA 45	Manila	7.10	
GA 127	Jakarta	7.40	
MS 284	Kuala Lumpur	7.50	
AI 84	Delhi	8.30	

3. Read the sentences. Check (✓) the correct column.

	finished action	incomplete action
a) I've been to Sa Pa highlands.	✓	
b) They have lived in Ca Mau for 10 years.		✓
c) She has finished her homework.		
d) He has worked with the computer since early morning.		
e) We have found the problems with the printer.		
f) Someone has unplugged the printer.		
g) People have received information through the internet recently.		

4. Complete the dialogues. Use the present perfect or the past simple of the verbs in brackets.

Ba: (1) \_\_\_\_\_ you \_\_\_\_\_ the film *Jurassic Park* yet? (see)

Nam: Yes, I have.

Ba: When \_\_\_\_\_ you \_\_\_\_\_ it?

Nam: I \_\_\_\_\_ it three months ago.

Loan: We (2) \_\_\_\_\_ a vacation since last year. (not have)

Chi: Why not?

Loan: My parents (3) \_\_\_\_\_ very busy since then. (be)

Nga: (4) \_\_\_\_\_ you \_\_\_\_\_ the news about Nam? (hear)

Mai: No. What (5) \_\_\_\_\_? (happen)

Nga: He (6) \_\_\_\_\_ an accident. He was jogging. (have)

He suddenly (7) \_\_\_\_\_ and (8) \_\_\_\_\_ his leg. (fall, break)

Sung: (9) \_\_\_\_\_ the plane \_\_\_\_\_ yet? (arrive)

Clerk: Yes, it \_\_\_\_\_.

Sung: When \_\_\_\_\_ it \_\_\_\_\_?

Clerk: It \_\_\_\_\_ at the airport two hours ago.



# UNIT 16

# INVENTIONS

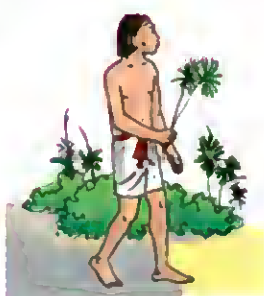
## GETTING STARTED.

Match these stages in the development of paper with the correct pictures.

a)



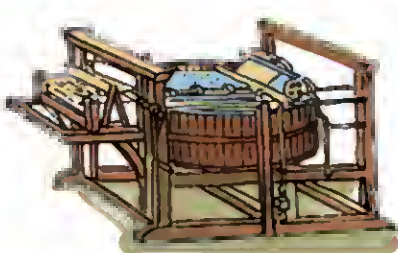
b)



c)



d)



e)



- A. Five thousand years ago, the Egyptians wrote on a plant called papyrus.
- B. A Chinese official made paper from wood pulp in the year 105.
- C. The Japanese learned how to make paper in the seventh century.
- D. In 768, Arabs learned about papermaking from Chinese prisoners.
- E. The first papermaking machine was invented in the late 1700s by a Frenchman.



## LISTEN AND READ.

### 1. Practice the dialogue with a partner.

*Tim Jones, Hoa's American pen pal, is visiting a chocolate factory with his class and his teacher, Mrs. Allen. Mr. Roberts, the factory foreman, is showing them around.*



**Mr. Roberts:** This is where the cacao beans are stored. Now follow me and I'll show you the first step in the manufacturing process.

**Tim:** Sam, what do you think this button is for?

**Sam:** I have no idea.

**Mrs. Allen:** Tim! Sam! Come here!

**Mr. Roberts:** Children, don't touch that button! Now, the beans are washed, weighed, and cooked here.

**Mrs. Allen:** Tim, come and stand beside me. I told you to behave!

**Mr. Roberts:** After the shells are removed, the beans are crushed and liquified. Cocoa butter is added, along with sugar, vanilla and milk. Then the mixture is ground, rolled and poured into molds.

**Tim:** It looks delicious.

**Sam:** Can we taste any?

**Mr. Roberts:** Yes, there's some beside the conveyor belt.

2. Match the half-sentences. Then write the full sentences in your exercise book.

a) The beans are cleaned

A. the cacao beans smell like chocolate.

b) Mr. Roberts thought

B. one of the ingredients in chocolate.

c) After cooking,

C. Tim and Sam were going to touch the button.

d) Sugar is

D. before being cooked.

## SPEAK.

1. Work with a partner. Student A looks at the table next page. Student B looks at the table at the end of this unit (page 156). Ask and answer questions to fill in the missing information in your tables.

- When was the facsimile invented?
- Who was it invented by?

- It was invented in 1843.
- By Alexander Bain.



### STUDENT A

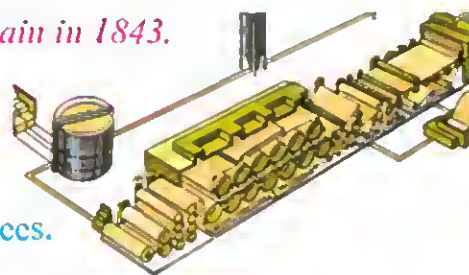
Invention	Date	Inventor	Nationality
		Friedrich Koenig	German
	1816	Karl D. Saucrbrohn	
Facsimile			
	1845	Elias Howe	American
Reinforced concrete	1849		
Microphone	1878		
X-ray	1895		
Loudspeaker	1924	C.W. Rice	American
Helicopter		Igor Sikorsky	
Color television	1950	Peter Carl Goldmark	American
	1955	Narinder Kapany	German
Laser	1958	Gordon Gould	American

2. Now report your findings to the teacher.

*The facsimile was invented by Alexander Bain in 1843.*



**LISTEN.**



1. Listen and fill in the gaps in these sentences.

- Papermaking is a (1)\_\_\_\_\_ process.
- The procedure is almost the (2)\_\_\_\_\_ as it was (3)\_\_\_\_\_ years ago.
- The pulp vat is on the (4)\_\_\_\_\_ of the machine.
- The papermaking machine has a lot of (5)\_\_\_\_\_.

2. Listen again. Put the sentences into the correct order.

- The water was drained.
- The paper was put on a roll.

- c) Paper pulp was placed in the vat.
- d) Paper pulp was mixed with water.
- e) The pulp fibers were poured out.
- f) The fibers were smoothed and pressed dry.
- g) The pulp was conveyed under the rollers.

**READ.**

*Read the following poem about inventions.*



### *Up-to-Date*

1. Look what I bought today in town  
The very latest thing  
A microwave that says be-doom!  
A toaster that goes ping!
2. The vacuum goes chugga-chug!  
The hairdryer says vroom!  
The dishwasher pulls out its plug  
And gives the loudest boom!
3. The telephone is new as well  
The latest I have found  
It has a pretty colored bell  
And doesn't make a sound.

(adapted from a poem by Martin Lawrence)



**1. Match the headings to the verses.**

- |         |   |
|---------|---|
| Verse 1 | a. Instrument invented by Alexander Graham Bell |
| Verse 2 | b. Appliances that cook food                    |
| Verse 3 | c. Appliances that clean or dry things          |

**2. Fill in each of the gaps in the sentences with one “invention” in the poem.**

- a) “Joan, where’s the (1)\_\_\_\_\_? I want to clean the floor.”
- b) Last night I was reading in the bedroom when the (2)\_\_\_\_\_ rang. It was Ann, an old friend I didn’t see for more than twelve years.
- c) A (3)\_\_\_\_\_ is a kitchen appliance that automatically washes, rinses, and dries dishes and utensils.
- d) “Jane, why don’t you put the meat in the (4)\_\_\_\_\_ to defrost it?”
- e) “Can I borrow your (5)\_\_\_\_\_? I’ve just washed my hair.”
- f) The Romans knew how to toast bread over an open fire two thousand years ago. We now toast bread with a (6)\_\_\_\_\_ on the table.

**WRITE .**

**1. Fill in each gap with one of these sequence markers to describe the procedure of papermaking.**

**first                  then (2)                  next                  after this                  finally**

**How Paper Is Made**

(1)\_\_\_\_\_, logs are cut into small chips. (2)\_\_\_\_\_ they are mixed with water and acid. (3)\_\_\_\_\_ they are heated and crushed into a heavy pulp. This wood pulp is also cleaned and chemically whitened. (4)\_\_\_\_\_, it is passed through rollers to be flattened. (5)\_\_\_\_\_, sheets of wet paper are produced. (6)\_\_\_\_\_, the water is removed from the sheets which are pressed, dried and refined until the finished paper is produced.



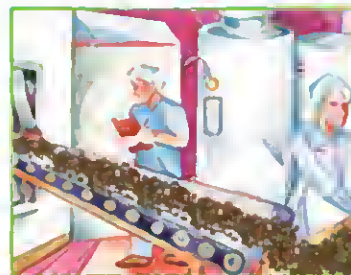
2. Look at the sequence of pictures that describe how cacao beans are processed. Put them in the correct order.



(1)



(2)



(3)



(4)



(5)



(6)

Now use the sequence markers in exercise 'write 1.' to link the sentences together in a paragraph.

- a) The beans are dried in the sun.
- b) They are shelled and ground to produce chocolate liquor.
- c) The beans are roasted to bring out the chocolate flavor.
- d) The fruit harvest is fermented for three to nine days to kill the beans and turn them brown.
- e) The beans are cleared in special machines.
- f) The liquor is made into chocolate candy or cacao powder.

## Language Focus

- Passive forms
- Sequence markers

### 1. Change the sentences from the active into the passive.

*Example:*

Miss Lien wrote the letter.

=> The letter was written by Miss Lien.

- a) Mrs. Quyen typed the document.
- b) Mr. Nhan repaired the computer.
- c) Ba drew the picture.
- d) Hoa turned off the lights.
- e) Lan baked the cake.

### 2. Active or Passive? Use the correct form of the verbs in brackets to complete these sentences.

- a) The grand prize \_\_\_\_\_ to the Hoa Vinh Village team. (award)
- b) Viet Nam \_\_\_\_\_ two gold medals on the first day of the Games. (win)
- c) Last year Mrs. Jackson \_\_\_\_\_ a small business around the corner. (run)
- d) The factory \_\_\_\_\_ by Quang Vinh Ltd. before it \_\_\_\_\_ to a foreign firm. (run / sell)
- e) Thanh Ha School \_\_\_\_\_ for two days last week due to a flood. (close)

### 3. Put a question for each of the underlined phrases in the sentences below.

*Example:*

The facsimile was invented by Alexander Bain in 1843.

When was the facsimile invented?

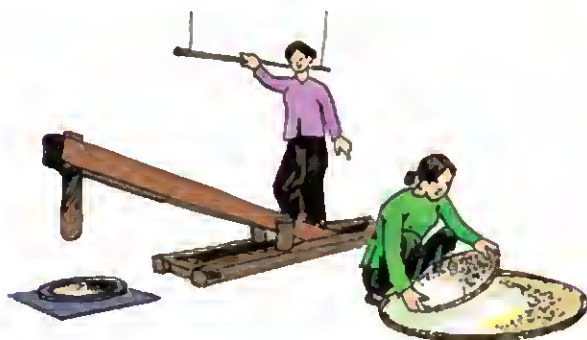
- a) The zipper was invented by W.L. Judson in 1893.
  - b) Maize was brought into Viet Nam by Phung Khac Khoan in the 16th century.
  - c) The fountain pen was invented by Lewis Waterman in 1884.
  - d) The ballpoint pen was invented in Hungary by brothers Lazlo and Georg Biro in 1935.
  - e) Xerography is widely used in commerce and industry in copying machines.
4. Use the sequence markers *first, then, next, after this* and *finally* to describe how white rice is produced in the traditional way. The pictures and prompts will help you.



rice crop/ harvest



rice plants/ thresh



bran/ remove/ the mortar/ and it/ winnow/ white rice



rice grains/ husk/ the mill/ to produce brown rice



## STUDENT B

Invention	Date	Inventor	Nationality
	1924	C.W. Rice	
		Gordon Gould	
		Peter Carl Goldmark	
Bicycle	1816		German
Faesimile	1843	Alexander Bain	English
Helicopter	1939		American
Microphone		D.E. Hughes	American
Optical fiber	1955		
Printing Press	1810	Friedrich Koenig	
	1849	F. J. Monier	French
Sewing machine		Elias Howe	
	1895	Wilhelm Konarad	German

# GLOSSARY

## PRONUNCIATION SYMBOLS of the International Phonetic Alphabet (IPA)



### Vowel Symbols

æ	bat, hand
ɑ	hot, barn
ɑ:	annt, tomato ( <i>variant pronunciations</i> )
ɑ̃	genre ( <i>variant pronunciation</i> )
aɪ	bite, sky
aʊ	house, now
e	bet, head
eɪ	late, play
ɪ	fit, bit
i:	feet, please
i	either /i:/ or /ɪ/
ɔ:	saw, dog
ɔ̃:	salon ( <i>variant pronunciation</i> )
ɔɪ	boy, join
oo	go, boat
ʊ	put, good
u:	rude, boot
ʌ	cut, love
ʌ̃	Huh
ɜ	bird, fur ( <i>Used only before /r/ in stressed syllables.</i> )
ɔ	sitter, alone

### Other symbols

- / ' / Stress mark placed before a syllable with the heaviest stress, as before the first syllable of *business* / 'biznəs /.
- / ɪ / Stress mark placed before a syllable with lighter stress, as before the last syllable of *businesslike* / 'biznəs,laɪk /.
- / - / The hyphen shows that only part of a variant pronunciation is given. It also represents a syllable in showing stress patterns for phrasal verbs.

### Consonant Symbols

b	bid, job
d	do, lady
dʒ	jump, bridge
f	foot, safe
g	go, dog
h	home, behind
hw	which, where ( <i>Many people say /w/ instead of /hw/.</i> )
j	yes, onion
k	kiss, come
l	look, pool
ɹl	little, metal ( <i>Used in a syllable with no vowel sound.</i> )
m	many, some
ɹm	hm ( <i>Used in a syllable with no vowel sound.</i> )
n	need, open
ɹn	hidden, cotton ( <i>Used in syllable with no vowel sound.</i> )
ŋ	sing, sink
p	pen, hope
r	road, card
s	see, recent
ʃ	shoe, nation
t	team, meet
tʃ	meeting, latter
θ	think, both
ð	this, father
tʃ	choose, rich
v	visit, save
w	watch, away
x	Chanukah ( <i>variant pronunciation</i> )
z	zoo, these
ʒ	beige, measure

## Unit 1

annoy	/ ə'noɪ /	[v] làm khó chịu, làm bức mình
blond	/ blʌnd /	[a] vàng hoe (tóc)
character	/ 'kærɪktə /	[n] tính nết, tính cách
curly	/ 'kɜ:li /	[a] quăn, xoăn (tóc)
fair	/ fer, fæ /	[a] trắng (da), vàng nhạt (tóc)
generous	/ 'dʒenərəs /	[a] rộng lượng, rộng rãi, hào phóng
joke	/ dʒʌk /	[n] lời nói đùa, chuyện đùa
orphanage	/ 'ɔ:fənɪdʒ /	[n] trại mồ côi
reserved	/ rɪ'zɜ:vɪd /	[a] kín đáo, dè dặt
rise	/ raɪz /	[v] mọc (mặt trời)
seem	/ si:m /	[v] có vẻ như, dường như
slim	/ slɪm /	[a] người thanh, mảnh dẻ
sociable	/ 'səʊʃəbəl /	[a] dễ gần gũi, dễ chan hoà, hoà đồng
straight	/ streɪt /	[a] thẳng
volunteer	/ ,vɒlən'tɪ /	[a] tình nguyện

## Unit 2

agree	/ ə'gri: /	[v] đồng ý, bằng lòng, thoả thuận
arrange	/ ə'reɪndʒ /	[v] sắp xếp, sắp đặt, thu xếp
assistant	/ ə'sɪstənt /	[n] người giúp đỡ, người phụ tá
commercial	/ kə'mɜ:ʃəl /	[a] (thuộc) buôn bán, thương mại
conduct	/ kən'dʌkt /	[v] thực hiện, tiến hành

countless	/ 'kaʊntləs /	[a] vô số, vô kể
deaf-mute	/ def-mju:t /	[n] tật vừa câm, vừa điếc
demonstrate	/ 'demənstreɪt /	[v] biểu diễn
device	/ dɪ'vaɪs /	[n] thiết bị, dụng cụ, máy móc
directory	/ dɪ'rektəri, daɪ- /	[n] danh bạ (điện thoại)
emigrate	/ 'emɪgreɪt /	[v] xuất cảnh, di cư
exhibition	/ ,eksə'bjʃən /	[n] cuộc triển lãm, trưng bày
experiment	/ ɪk'sperɪmənt /	[n] cuộc thí nghiệm, cuộc thử nghiệm
fishing rod	/ 'fɪʃɪŋ rəd /	[n] cần câu
message	/ 'mesɪdʒ /	[n] thông báo, lời nhắn
mobile	/ 'məʊbəl, -bail /	[a] di động
stationery	/ 'steɪʃənəri /	[n] đồ dùng văn phòng (giấy, bút...)
transmit	/ trænz'mɪt /	[v] truyền, phát (tín hiệu)

## Unit 3

bead	/ bi:d /	[n] hạt, vật tròn nhỏ
chore	/ tʃɔ:r, tʃɔ: /	[n] công việc trong nhà, việc vặt
wardrobe	/ 'wɔ:rdroʊb /	[n] tủ quần áo
cupboard	/ 'kʌbərd /	[n] tủ chén, tủ li
injure	/ 'ɪndʒər /	[v] làm bị thương, chấn thương
knife	/ naɪf /	[n] con dao
match	/ mætʃ /	[n] que diêm
object	/ 'ɒbdʒɪkt /	[n] vật, đồ vật
precaution	/ pri'kə:ʃən /	[n] sự phòng ngừa, sự đề phòng



rice cooker	/ raɪs kʊkər /	[n] nồi cơm điện
rug	/ rʌg /	[n] thảm, tấm thảm trải sàn
safety	/ 'seɪfti /	[n] sự an toàn
saucapan	/ 'sɔːspæn /	[n] cái chảo
scissors	/ 'sɪzəz /	[n] cái kéo
sink	/ sɪŋk /	[n] bồn rửa bát đĩa
socket	/ 'sɒkət /	[n] ổ cắm điện, dui đèn
steamer	/ 'stiːmə /	[n] nồi hấp, nồi đun hơi

## Unit 4

appear	/ ə'pɪr /	[v] xuất hiện
cruel	/ 'kruːəl /	[a] độc ác, ác nghiệt
equipment	/ 'rɪkwɪpmənt /	[n] thiết bị
escape	/ 'ɪskeɪp /	[v] trốn thoát
excited	/ ɪk'saɪtəd /	[a] hào hứng, phấn khởi
festival	/ 'festɪvəl /	[n] ngày hội, lễ hội
folk tale	/ fəʊk teɪl /	[n] chuyện dân gian
graze	/ greɪz /	[v] gặm cỏ
look after	/ lʊk æftər /	[v] trông nom, chăm sóc
magically	/ 'mædʒɪkəli /	[adv] kì diệu
mark	/ mɑːk /	[n] dấu vết
own	/ oun /	[v] có, sở hữu
rag	/ ræg /	[n] quần áo rách, vải vụn
sound	/ saʊnd /	[v] nghe như, nghe có vẻ
straw	/ strɔː /	[n] rơm rạ
tie	/ taɪ /	[v] trói buộc

traditional	/ trə'dɪʃənəl /	[a] truyền thống
upset	/ ʌp'set /	[a] buồn phiền, thất vọng
wisdom	/ 'wɪzdəm /	[n] trí khôn, trí tuệ

## Unit 5

behavior	/ bɪ'heɪvjər /	[n] hành vi, cử chỉ
comment	/ 'kɒment /	[n] lời phê bình, lời nhận xét
co-operation	/ kəʊ,əpə'reɪʃən /	[n] sự hợp tác
fair	/ fer, fər /	[a] khá tốt, tương đối tốt
habit	/ 'hæbɪt /	[n] thói quen
highlight	/ 'haɪlaɪt /	[v] làm nổi bật
lunar	/ 'luːnər /	[a] thuộc về mặt trăng, âm lịch
meaning	/ 'miːnɪŋ /	[n] nghĩa, ý nghĩa
memory	/ 'meməri /	[n] trí nhớ
mother tongue	/ 'mʌðər tʌŋ /	[n] tiếng mẹ đẻ
participation	/ pɑːtɪsə'peɪʃən /	[n] sự tham gia
pronunciation	/ prəˌnʌnsi'eɪʃən /	[n] cách phát âm
proud (of)	/ praʊd_ɒv /	[a] tự hào
satisfactory	/ ,sætɪs'fæktəri /	[a] thỏa mãn
spell	/ spel /	[v] đánh vần
term	/ tɜːm /	[n] học kì, thời hạn
underline	/ 'ʌndərˌlaɪn /	[v] gạch chân (dòng chữ)

## Unit 6

academic	/ˌækə'demɪk/	[a] thuộc về học tập, thuộc chương trình chính quy
application	/ˌæplə'keɪʃən/	[n] việc nộp đơn
awareness	/ə'weənɪs/	[n] nhận thức, kiến thức
citizenship	/ˈsɪtəzənʃɪp/	[n] quyền công dân
drawing	/ˈdrɔ:ɪŋ/	[n] tranh vẽ, sự vẽ
enroll	/m'roul/	[v] đăng kí vào học
fill out	/fɪl_aʊt/	[v] điền (vào mẫu đơn)
fund	/fʌnd/	[n] quỹ, tiền quỹ
interest	/ˈɪntrəst/ /ˈɪntərəst/	[n] mối quan tâm, sở thích
position	/pə'zɪʃən/	[n] chức vụ, vị trí
recycle	/ri:'saɪkəl/	[v] tái chế
resources	/ri:'sɔ:rsɪz/ /ri:'zɔ:rsɪz/	[n] các nguồn tái nguyên
social	/ˈsəʊʃəl/	[a] mang tính chất xã hội, thuộc xã hội
tire	/taɪr/	[n] lốp xe, vỏ (bánh) xe
tutor	/ˈtu:tər/	[v] dạy phụ đạo [n] người dạy phụ đạo
unite	/ju'naɪt/	[v] đoàn kết

## Unit 7

air-conditioned	/er-kən'dɪʃənd/ /ər-kən'dɪʃənd/	[a] có điều hoà nhiệt độ
airmail	/ærmel/ /ermeɪl/	[n] thư (gửi bằng) đường hàng không, máy bay
comfort	/ˈkʌmfərt/	[n] sự thoải mái
contact	/ˈkɒntækt/	[v] tiếp xúc, liên hệ
convenient	/kən'vi:niənt/	[a] thuận tiện, tiện lợi
discount	/ˈdɪskaʊnt/	[n] sự giảm giá
mall	/mɔ:l/	[n] khu thương mại
notice	/ˈnəʊtɪs/	[v] lưu ý, lưu tâm
pancake	/ˈpæŋkeɪk/	[n] bánh bột mì, trứng, bơ rán hai mặt
parcel	/ˈpɑ:sl/	[n] bưu kiện
product	/ˈprɒdəkt/ /'prɒdəkt/	[n] sản phẩm
resident	/ˈrezɪdənt/	[n] cư dân
roof	/ru:f, ru:f/	[n] mái nhà
selection	/sə'lekʃən/	[n] sự chọn lựa
serve	/sɜ:v/	[v] phục vụ
surface mail	/ˈsɜ:fəs meɪl/	[n] thư (gửi bằng) đường bộ, thủy, thư thường
tasty	/ˈteɪsti/	[a] ngon, hợp khẩu vị
wet market	/wet 'mɑ:kət/	[n] chợ cá tươi sống



## Unit 8

accessible	/ ɪk'sesəbəl / / æk'sesəbəl /	[a] có thể được sử dụng, có thể tiếp cận được
adequate	/ 'ædɪkwət /	[a] đầy đủ
drought	/ draʊt /	[n] nạn hạn hán
face	/ feɪs /	[v] đương đầu, đối mặt
facility	/ fə'sɪləti /	[n] cơ sở vật chất
flood	/ flʌd /	[n] trận lụt
migrant	/ 'maɪgrənt /	[n] dân di cư
nature	/ 'neɪtʃər /	[n] thiên nhiên
peaceful	/ 'piːsfəl /	[a] thanh bình
permanently	/ 'pɜːmənəntli /	[adv] vĩnh viễn, mãi mãi
plentiful	/ 'plentɪfəl /	[a] nhiều
prefer	/ pri'fər /	[v] chuộng, thích (hơn)
rural	/ 'rʊərəl /	[a] thuộc nông thôn
strain	/ streɪn /	[n] sự quá tải (dân số)
struggle	/ 'strʌɡəl /	[v] đấu tranh
tragedy	/ 'trædʒədi /	[n] bi kịch
typhoon	/ taɪ'fuːn /	[n] trận bão lớn
urban	/ 'ɜːbən /	[a] thuộc đô thị, thành phố

## Unit 9

bite	/ baɪt /	[n] vết cắn, sự cắn
bleed	/ bliːd /	[v] chảy máu

burn	/ bɜːn /	[n] chỗ bỏng, vết bỏng
conscious	/ 'kɒntʃəs /	[a] trong trạng thái tỉnh táo
crutch	/ krʌtʃ /	[n] cái nạng
elevate	/ 'elə'veɪt /	[v] nâng lên
emergency	/ ɪ'mɜːdʒənsi /	[n] tình trạng khẩn cấp, cấp cứu
eye chart	/ aɪ 'tʃɑːt /	[n] bảng đo thị lực
fainting	/ 'feɪntɪŋ /	[n] cơn ngất (xiu)
Injection	/ ɪn'dʒekʃən /	[n] mũi tiêm (thuốc)
minimize	/ 'mɪnə'maɪz /	[v] giảm đến mức tối thiểu
promise	/ 'prɒmɪs /	[n] lời hứa
shock	/ ʃɒk /	[n] cú sốc, choáng
sterile	/ 'sterəl /	[a] vô trùng
sting (bee sting)	/ stɪŋ / (/biːstɪŋ/)	[n] vết đốt (ong đốt)
stretcher	/ 'stretʃər /	[n] cái cáng
treatment	/ 'triːtmənt /	[n] sự điều trị
victim	/ 'vɪktɪm /	[n] nạn nhân
wound	/ wuːnd /	[n] vết thương

## Unit 10

compost	/ 'kɒmpəʊst /	[n] phân xanh
decompose	/ ,diːkəm'pəʊz /	[v] phân huỷ
deposit	/ dɪ'pəzɪt /	[n] tiền đặt cọc
fabric	/ 'fæbrɪk /	[n] sợi (vải)
fertilizer	/ 'fɜːtɪlaɪzər /	[n] phân bón
glassware	/ 'glɑːswɛər / /'glæsweər /	[n] đồ dùng bằng thủy tinh

metal	/ 'metl /	[n] kim loại
reduce	/ ri'du:s /	[v] giảm, cắt giảm
refill	/ ri:'fil /	[v] làm đầy lại
representative	/ ,reprɪ'zentatɪv /	[n] đại diện
reuse	/ ri:'ju:z /	[v] tái sử dụng

## Unit 11

accommodation	/ ə,kamə'detʃən /	[n] chỗ ở
canoe	/ kə'nu: /	[n] ca-nô, xuồng
corn	/ kɔ:rn /	[n] cây bắp, cây ngô
crop	/ kɹɒp /	[n] vụ mùa, mùa màng
departure	/ di'pɔ:tʃə /	[n] sự ra đi, sự khởi hành
florist	/ 'flɔ:rɪst / / 'flɔ:ɹɪst /	[n] người bán hoa
giant	/ 'dʒaɪənt /	[a] to lớn, khổng lồ
import	/ ɪm'pɔ:rt /	[v] nhập khẩu
institute	/ ɪnstə'tju:t /	[n] học viện, viện (nghiên cứu)
limestone	/ 'laɪmstəʊn /	[n] đá vôi
magnificent	/ mag'nɪfəsənt /	[a] lộng lẫy, đầy ấn tượng
recognize	/ 'rekɪɡ,nəɪz /	[v] công nhận, nhận ra
stream	/ stri:m /	[n] dòng suối
sugar cane	/ 'ʃugə keɪn /	[n] cây mía
sunbathe	/ 'sʌnbet /	[v] tắm nắng
tribe	/ traɪb /	[n] bộ tộc, bộ lạc
water buffalo	/ 'wɔ:tə 'bʌfələʊ /	[n] con trâu
waterfall	/ 'wɔ:tə,fɔ:l /	[n] thác nước

## Unit 12

bother	/ 'bʌðə /	[v] bận tâm
brochure	/ brəʊ'ʃʊə /	[n] tờ rơi, tập sách mỏng hướng dẫn, giới thiệu, quảng cáo (du lịch, danh thắng v.v...)
carve	/ kɑ:v /	[v] chạm khắc
gallery	/ 'gæləri /	[n] phòng trưng bày
include	/ ɪn'klu:d /	[v] bao gồm, gồm có, kể cả
itinerary	/ ɪ'tɪnərɪ /	[n] lộ trình
lava	/ 'ləvə, 'lævə /	[n] dung nham, nham thạch
overhead	/ 'əʊvə,hed /	[adv] phía trên đầu
pick up	/ pɪk ʌp /	[v] đến đón, nước (ai)
pour	/ pɔ:r /	[v] đổ ra
prison	/ 'prɪzən /	[n] nhà tù
sightseeing	/ 'saɪt,sɪ:ɪŋ /	[n] đi ngắm cảnh, tham quan
valley	/ 'væli /	[n] thung lũng
wharf	/ hwɔ:rf, wɔ:rf /	[n] cầu tàu, cầu cảng

## Unit 13

award	/ ə'wɔ:rd /	[v] tặng, tặng thưởng
carol	/ 'kærəl /	[n] bài hát vui, ca ngợi/thành ca
competition	/ ,kəmpe'tɪʃən /	[n] cuộc tranh tài
council	/ 'kaunsəl /	[n] hội đồng

festival	/ 'festəvəl /	[n] lễ hội
fetch	/ fetʃ /	[v] lấy, mang về
husk	/ hʌsk /	[n] vỏ trái
jolly	/ 'dʒəli /	[a] vui nhộn, vui vẻ
participate	/ pər'tɪsə,peɪt /	[v] tham gia
patron saint	/ 'peɪtrən seɪnt /	[n] thành bảo hộ
pomegranate	/ 'pʊmə,grænət /	[n] quả lựu
separate	/ 'sepə,reɪt /	[v] tách rời
teammate	/ 'ti:ment /	[n] đồng đội
urge	/ ɜ:rdʒ /	[v] thúc giục
yell	/ jel /	[v] hét to, la to (cổ vũ)

## Unit 14

claim	/ kleɪm /	[v] khẳng định, tuyên bố
compile	/ kəm'paɪl /	[v] biên soạn, tập hợp
crystal-clear	/ 'krɪstəl klɪr /	[a] trong suốt (như pha lê)
edge	/ ɛdʒ /	[n] rìa, mép
god	/ gɒd /	[n] vị thần
heritage	/ 'herɪtɪdʒ /	[n] di sản
jungle	/ 'dʒʌŋɡəl /	[n] rừng rậm nhiệt đới
marine	/ mə'ri:n /	[a] thuộc biển, hàng hải
memorial	/ mə'mə:ri:əl / / mə'mɔ:ri:əl /	[n] tượng đài, đài tưởng niệm
ranger	/ 'reɪndʒər /	[n] nhân viên phụ trách khu bảo tồn thiên nhiên, kiểm lâm
religious	/ rɪ'lɪdʒəs /	[a] thuộc tôn giáo

royal	/ 'rɔ:əl /	[a] hoàng tộc, hoàng gia
snorkel	/ 'snɔ:rkəl /	[v] bơi lặn có sử dụng ống thở
surround	/ sə'raʊnd /	[v] bao quanh, vây quanh
twin towers	/ twɪn 'tauərz /	[n] tháp đôi
wonder	/ 'wʌndər /	[n] kì quan

## Unit 15

adjust	/ ə'dʒʌst /	[v] điều chỉnh
bulletin	/ 'bulətɪn / / 'bulətən /	[n] bản tin
challenging	/ 'tʃæləndʒɪŋ /	[a] mang tính thách thức
concern	/ kən'sɜ:n /	[n] mối quan tâm
connect	/ kə'nekt /	[v] kết nối
degree	/ di'ɡri: /	[n] bằng cấp
document	/ 'dɒkjəmənt /	[n] văn bản, tài liệu
fix	/ fiks /	[v] sửa chữa
freshman	/ 'freʃmən /	[n] sinh viên năm thứ nhất
install	/ ɪn'stɔ:l /	[v] cài đặt
jack	/ dʒæk /	[n] ổ cắm
jam	/ dʒæm /	[n] sự tắc nghẽn
manual	/ 'mænjʌwəl /	[n] sách hướng dẫn sử dụng, sổ tay
post	/ pəʊst /	[v] đưa thông tin lên mạng, gửi qua đường bưu điện
printer	/ 'prɪntər /	[n] máy in
requirement	/ rɪ'kwəɪrɪmənt /	[n] sự yêu cầu
restrict	/ rɪ'strɪkt /	[v] giới hạn, hạn chế
skeptical	/ 'skeptɪkəl /	[a] (có tư tưởng) hoài nghi

## Unit 16

conveyor-belt	/ kən'veɪər 'belt /	[n] băng tải, băng truyền	manufacture	/ ,mænʃə'fæktʃər /	[v] sản xuất, chế biến
crush	/ kraʃ /	[v] nghiền nát	microwave	/ 'maɪkrəweɪv /	[n] vi sóng
facsimile	/ fæk'sɪməli /	[n] máy fax	mold	/ mould /	[n] cái khuôn đúc
grind	/ graɪnd /	[v] xay nhỏ	process	/ 'prases, 'prouses /	[n] quy trình, quá trình
hairdryer	/ 'heɪ,draɪər / / 'hæɪ,draɪər /	[n] máy sấy tóc	pulp	/ pʌlp /	[n] bột giấy
helicopter	/ 'helə,kɒptər / / 'hi:lə,kɒptər /	[n] máy bay lên thẳng	reinforced concrete	/ ,ri:ən'fɔ:st 'kɔ:ŋkri:t /	[n] bê tông cốt thép
liquify	/ 'lɪkwə,faɪ /	[v] làm cho thành nước, thành chất lỏng	remove	/ rɪ'mu:v /	[v] lấy ra, loại ra
loudspeaker	/ 'laʊd,spi:kər /	[n] loa (phóng thanh)	toaster	/ 'təʊstər /	[n] máy nướng bánh mì
			wire	/ weɪr /	[n] dây điện